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ABSTRACT

The directory provides information on federally funded programs: the Handicapped Children's Model Programs (HCMPs) which include five Learning Disabilities Research Institutes (LDRIs), and the Programs for Severely/Profoundly Handicapped Children and Youth. The two types of programs are explained and differences noted in an introduction. The overview presents analysis of data provided by 49 HCMPs, 29 programs for severely/profoundly handicapped, and 5 LDRIs. The third section comprises the bulk of the document and includes abstracts of each project along with such information as population served, project served, and evaluation procedures. A product guide lists titles of brochures, newsletters, directories, catalogs, and evaluation instruments, curricula, training guides, literature reviews, and research reports developed by the projects. Addresses of each project are also listed with contact persons. (CL)

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PDAS
Program Development
Assistance System
University of Washington

Handicapped Children's Model Programs

Special Needs Programs

Learning Disabilities Research Institutes

Overview, Directory & Product Guide 1979-80

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May 1980

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Preface

The United States Education Department, Office of Special Education and Rehabilitative Services (formerly the Bureau of Education for the Handicapped) has implemented a national strategy for providing quality educational services to the handicapped through the funding and administration of a variety of programs in the areas of personnel preparation, research, and development of educational service delivery models. The Program Development Branch within the Office of Special Education currently funds both model demonstration projects and Learning Disabilities Research Institutes. The funding of such programs is consistent with this national strategy and has served as a major impetus for the development of quality educational services for handicapped children and youth. The development, evaluation, dissemination and replication of the resultant innovative practices comprise the ultimate goals for these programs.

The Program Development Assistance System (PDAS) is contracted by the Office of Special Education and Rehabilitative Services to provide program development assistance to two educational program areas. These are the Handicapped Children's Model Programs (HCMPs), which include five Learning Disabilities Research Institutes (LDRIs), and the Programs for Severely/Profoundly Handicapped Children and Youth which are administered out of the Special Needs Section and are referred to here as Special Needs Projects (SNPs). The Handicapped Children's Model Programs and the Programs for Severely/Profoundly Handicapped Children and Youth are funded for three years for the purposes of developing and disseminating innovative educational practices designed for handicapped children and youth and their families. The Learning Disabilities Research Institutes are currently in the

third year of their first contract period. They are conducting research in specific areas related to the nature and education of children with specific learning disabilities with the ultimate goal of developing improved and innovative educational interventions for this target population.

A major area of assistance offered by PDAS is directed at dissemination and involves assisting projects and Institutes in their diffusion of information about their practices and products. The annual Overview, Directory & Product Guide is one means of assisting the projects and Institutes in their dissemination efforts by providing nationwide program visibility in the field of special education and by facilitating the dissemination of information to a nationwide audience. In addition, it facilitates the exchange of information between projects within the HCMP and SNP networks, LDRIs and the Office of Special Education and Rehabilitative Services as well as other agencies and individuals in the field of special education.

To facilitate information access, this document is divided into six sections:

1) The **Introduction** provides a description of the Handicapped Children's Model Programs, the Programs for Severely/Profoundly Handicapped Children and Youth and the Learning Disabilities Research Institutes.

2) The **Overview** contains an analysis of the data on many program variables.

3) The **Directory** provides comparable information on each program; abstracts are included in this section.

4) The **Product Guide** contains a list of products, developed by projects and Institutes, which are currently available for dissemination.

5) **Addresses** of projects and Institutes, with identified contact persons, are included to facilitate requests for information.

6) The **Index** provides a guide to the location of program information by a number of project characteristics.

PDAS hopes that individuals who use this document will find the information helpful to them in their attempts to improve the quality of educational services for handicapped children and youth and their families.

Introduction

Dr. William Swan
Acting Chief
Program Development Branch
Office of Special Education

This Overview, Directory & Product Guide describes two groups of model demonstration projects and five Learning Disabilities Research Institutes. One group of model demonstration programs is funded by the Program for Severely/Profoundly Handicapped Children and Youth, while the other is funded by the Handicapped Children's Model Program, which also supports the Learning Disabilities Research Institute. While there are significant commonalities between the two groups of projects (e.g., model development, demonstration, dissemination, continuation funding), there are also unique characteristics of the two groups (e.g., history, goals and objectives, priority areas).

HANDICAPPED CHILDREN'S MODEL PROGRAM (HCMP)

(Elementary, Secondary, and Post-Secondary Section)

The purpose of the Handicapped Children's Model Program is to develop and conduct model programs for handicapped children and youth at the elementary, secondary, and post-secondary levels. The program was authorized by Public Law 95-49, Title VI, Part E, Section 641, in FY 78 and is an outgrowth of the Child Service and Demonstration Centers originally designed for learning disabled students.

The goal of HCMP demonstration projects is to develop new or improved approaches in the education of the handicapped. Project activities include direct services to handicapped children and youth, direct services to parents and families, staff development, training for administrators and interdisciplinary teams, specialized assistance to regular and special educators, materials development, dissemination and replication. Eligible applicants for these grants include public agencies and private, non-profit agencies. Applicants compete for three-year grants with annual renewal. All project activities must be consistent with the rules and regulations of Public Law 94-142. Program priorities include, but are not limited to, career education for handicapped children, handicapped children residing in rural areas, integrated programs for handicapped and nonhandicapped children, secondary education for handicapped children, and seriously emotionally disturbed children.

This program also supports the Learning Disabilities Research Institutes which conduct long-term programmatic research on the nature of educational treatment of children with specific learning disabilities. These Institutes will produce a set of viable educational interventions for children with specific learning disabilities, and will disseminate these findings with applications to interested parties. Institutes are funded on a contractual basis for three-year periods.

Currently the HCMP is supporting 75 projects in 39 states including 21 Child Service and Demonstration Centers completing the third year of their grants, 26 first-year demonstration projects, 23 second-year demonstration projects, and five Learning Disabilities Research Institutes.

PROGRAM FOR SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN AND YOUTH (Special Needs Section)

The Program for Severely/Profoundly Handicapped Children and Youth was established to direct national attention to the special educational rights and needs of severely/profoundly handicapped children. These projects were funded to develop programs to enable the most severely handicapped children and youth to become as independent as possible, thereby reducing their requirements for institutional care and providing opportunities for self development. The program was authorized by Public Law 91-230, Title VI, Part C, Section 624 and is a contract program. It began in July 1974, with the Telecommunications Service Program (Phase I) and Comprehensive Service Programs (Phase II). Phase III -- Categorical Service Programs -- was supported from 1975 through 1977. Phase IV -- Innovative Education Service Program -- was begun in July 1978, and Phase V -- Innovative Approaches to Identified Special Needs -- was begun in July 1979. This last phase includes RFPs on integrated service delivery models, deinstitutionalization, model services for autistic children and youth, and innovative practices for deaf/blind children and youth. This program has moved from generalized approaches to specific areas of need since 1974. The particular contracted activities are specified in each RFP.

Currently, there are 41 contracts -- 27 states from Phases III through V. These contracts are awarded to a variety of agencies, both public and private, non-profit, and they serve a variety of severely/profoundly handicapped children and youth.

TECHNICAL ASSISTANCE CENTERS

Both the Handicapped Children's Model Program and the Program for Severely/Profoundly Handicapped Children and Youth support the Program Development Assistance System (PDAS), the technical assistance center which serves model projects and Institutes. PDAS works cooperatively with the projects and the Office of Special Education to assist in developing quality programming through helping projects meet their objectives. Assistance areas which receive particular emphasis include planning, model development, demonstration and dissemination and obtaining continuation funding of direct service components.

The model projects funded by both programs are seeking practical solutions to complex and demanding problems. These projects are in varying stages of model development and service delivery, and represent a very diverse population. Each project is similar, however, in that it is committed to finding more effective ways to serve handicapped children and youth and their families consistent with the mandate of Public Law 94-142, and to sharing the results of their efforts with the broadest national audience which shares this commitment.

Overview

The Overview section contains an analysis of data provided by the 49 Handicapped Children's Model Programs, the 29 Programs for Severely Handicapped Children and Youth, and the 5 Learning Disabilities Research Institutes. These programs are located in a variety of settings, including local and state agencies, private non-profit schools or hospitals, and colleges and universities throughout the nation. They serve a wide range of ages and handicapping conditions, and represent a diversity of philosophical bases and educational approaches.

Overview

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HANDICAPPED CHILDREN'S MODEL PROGRAMS AND PROGRAMS FOR SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN AND YOUTH

The information presented in this Overview section was derived from data provided by the two major program areas within the Program Development Branch of the Office of Special Education and Rehabilitative Services. These are the Handicapped Children's Model Programs and the Programs for Severely/Profoundly Handicapped Children and Youth. These 78 projects represent a wide variety of age ranges and handicapping conditions served, as well as model orientations. The following data summarize the major features of these projects and provide focus for the project information presented in the Directory section.

Characteristics of Children/Youth Served

Number Served. During 1979-80, 26 first-year and 23 second-year HCMP projects (a total of 49) and 8 second-year and 21 third year SNP projects (a total of 29) provided services to handicapped children and youth and their

TABLE 1

NUMBERS OF CHILDREN SERVED AS CLASSIFIED

BY DISABILITY TYPES AND AGE GROUPS[a]

Disability Type	Age Group								
	0-2	3-5	6-8	9-12	13-18	19-21	22+	Total	%
Specific Learning Disabilities	0	0	24	220	1416	97	3	1760	31.0
Mentally Retarded	0	7	40	93	325	124	11	600	10.0
Hard of Hearing	0	4	7	50	28	9	2	100	2.0
Deaf	0	5	8	8	2	2	0	25	0.4
Speech Impaired	0	0	5	28	48	11	1	93	1.6
Visually Impaired	0	4	5	21	14	3	0	47	0.8
Blind	0	1	1	2	2	2	1	9	0.2
Deaf-Blind	0	0	29	151	42	16	0	138	2.4
Seriously Emotionally Disturbed	0	3	83	139	276	22	1	524	9.1
Orthopedically Impaired	0	5	7	147	42	11	7	219	3.8
Other Health Impaired	0	0	1	14	77	34	0	126	2.2
Multiple Handicapped	0	12	126	253	435	177	8	1011	17.6
Non-Categorical[b]	0	1	0	541	451	20	65	1078	18.8

[a] There may be overlap in these data as projects could respond to more than one category.

[b] Non-Categorical refers to those programs which did not categorize their target population as having a specific handicapping condition (e.g., mildly handicapped or learning handicapped).

families. Of these projects, 39 HCMPs and 25 SNPs reported data on the total number of students served. A total of 6,405 children were served by the 64 reporting projects. For the HCMPs reporting this data, the mean number of students served was 141, the median was 20 and the range was 6 to 1500. SNPs reported serving a mean of 36 per project with a range of 8 to 130, and a median of 20. The remaining 10 projects did not provide these student data due to the nature of the services they provide and their model orientation because they were in a first-year development phase. For example, projects which serve as a resource center for parents or a lending library had difficulty determining the number of students served.

TABLE 2

NUMBER OF PROJECTS SERVING THE VARIOUS DISABILITY TYPES[a]

Disability Type	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Specific Learning Disabilities	22	54	0	0	22	32
Mentally Retarded	23	56	11	41	34	50
Hard of Hearing	7	17	1	3	8	12
Deaf	4	10	2	7	6	9
Speech Impaired	6	15	1	3	7	10
Visually Impaired	6	15	1	3	7	10
Blind	3	7	1	3	4	6
Deaf-Blind	2	5	4	15	6	9
Seriously Emotionally Disturbed	19	46	5	18	24	35
Orthopedically Impaired	8	20	1	3	9	13
Other Health Impaired	6	15	1	3	7	10
Multiple Handicapped	11	27	22	81	33	49
Non-Categorical[b]	10	24	1	3	11	16

[a] There may be overlap in these data as projects could respond to more than one category.

[b] NOTE: These percentages are based on 41 HCMPs and 27 SNPs (N=68) reporting students by category.

Disability Types. Projects were asked to classify the children they served by disability type; the disability types are those specified in PL 94-142, with the exception of the term "non-categorical". Non-categorical refers to those programs which did not categorize their target population as having a specific handicapping condition but instead called them learning handicapped and mildly handicapped. Table 1 presents the number of children/youth served as categorized by disability types and age groups across both program areas. Children with specific learning disabilities comprise the largest group served (31%), followed by non-categorical (19%), multiple handicapped (18%), mentally retarded (10%) and seriously emotionally disturbed (9%); the remaining 13% of children served are distributed among the eight other disability types. The number of HCMP and SNP projects serving the various disability types is presented in Table 2. The data indicate that the three most

TABLE 3

NUMBER OF PROJECTS SERVING A SINGLE DISABILITY TYPE

Disability Type	Program Area					
	HCMP	%[a] HCMP	SNP	%[a] SNP	Combined Total	%[a]
Specific Learning Disabilities	0	0	0	0	0	0
Mentally Retarded	5	10	1	3	6	8
Hard of Hearing	0	0	0	0	0	0
Deaf	0	0	1	3	1	1
Speech Impaired	0	0	0	0	0	0
Visually Impaired	0	0	0	0	0	0
Blind	0	0	1	3	1	1
Deaf-Blind	0	0	2	7	2	3
Seriously Emotionally Disturbed	7	14	1	3	8	10
Orthopedically Impaired	1	2	0	0	1	1
Other Health Impaired	0	0	0	0	0	0
Multiple Handicapped	5	10	11	38	16	21
Total	18	36	17	57	35	45

[a] These percentages are based on total numbers of HCMP (N=49) and SNP (N=29) projects.

NOTE: The remaining projects serve cross categorical populations: 5 HCMPs (63%); 12 SNPs (41%); 43 combined (55%).

common disability categories served by HCMP projects are mentally retarded (56%), specific learning disabled (54%) and seriously emotionally disturbed (46%). SNP projects most frequently serve mentally retarded (50%) and multiply handicapped (49%) children. The data were further analyzed to determine the number of projects which serve only a single disability type (Table 3). The data indicates that only 36% of the HCMP projects focus on children in a single disability category while 54% of the SNPs serve one type of handicap only.

Ages. In addition to specifying the disabilities of children served, projects were asked to indicate the ages of those children. Table 1 indicates that 99.6% of the children served are at least 9 years of age. The trend toward providing services for older students is reflected by the fact that 68% of the children served are 13 years of age or older. The average age across all

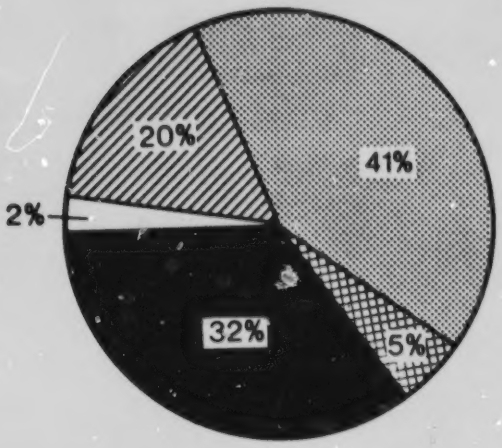

Figure 1: Percent HCMP projects serving educational level and cross-age categories.

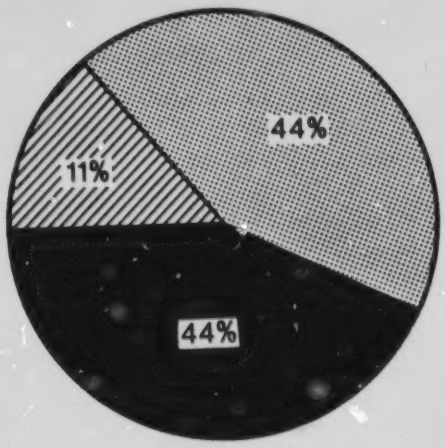

Figure 2: Percent SNP projects serving educational level and cross-age categories.

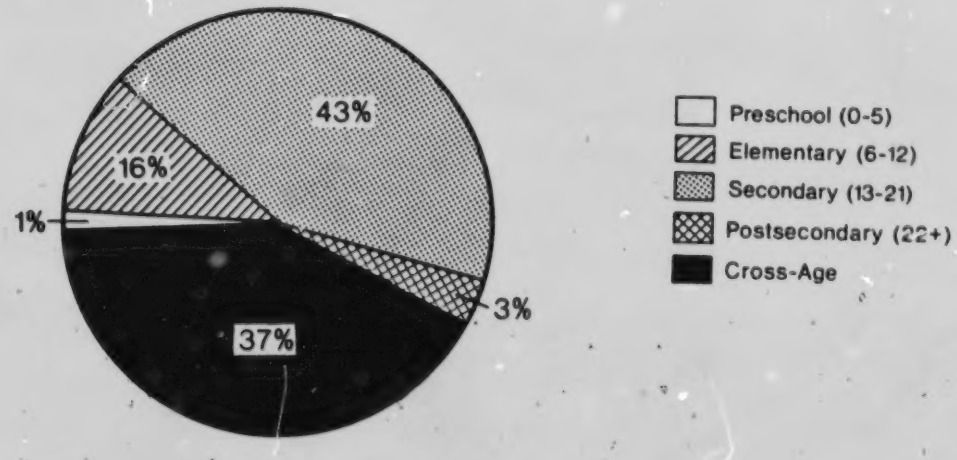

Figure 3: Combined HCMP and SNP projects serving educational level and cross-age categories.

projects of the child/youth population was 15 years while the average range of ages served by an individual project spanned ten years.

Both HCMP and SNP projects serve students ranging from preschool age (0-5) to postsecondary (22+) (Figures 1, 2 and 3). While these graphs illustrate that both HCMP and SNP projects serve almost equal percentages within these classifications, it is apparent that the majority serve children in the elementary-secondary range.

TABLE 4

PROGRAM ACTIVITY BY SERVICE PROVIDER[a]

Program Activity	Service Provider							
	Staff	%	Trained By Staff	%	Other[b]	%	Combined Total[c]	%
Screening/Child-Find	39	51	18	29	38	74	60	77
Referral to Appropriate Program	46	60	23	37	30	59	64	82
General Program Development (IEP)	65	84	39	62	16	31	73	94
Instruction/Therapy Plan Development (IIP)	45	58	33	52	19	37	58	74
Direct Instruction/Training with Client	55	71	52	82	18	35	76	97
Direct Therapy with Student	28	36	28	44	23	45	52	67
Ongoing Evaluation of Student Progress	62	81	42	67	18	35	74	93
Family Training/Counseling/Therapy	50	65	26	41	21	41	59	76
Total Number of Projects Providing Services via These Categories of Providers	78		63		51			

[a] As most projects responded to more than one category, there is overlap in these data.

[b] "Other" refers to a service provider not directly affiliated with the project (e.g., school district).

[c] "Total" refers to the number of projects providing that service.

Services Provided to Children/Youth

Model projects provide a variety of services to students. The services listed in Table 4 reflect the diversity of the program activities and service providers. All programs, as educational service delivery models, provide certain basic services to students; however, the manner in which these services are provided varies from project to project. While some projects operate primarily in a classroom and provide a full range of services to students, others are most involved with training other professionals to implement a specific set of procedures or interventions. The "Other" category in this table refers to services which are not provided directly by the project. Included in this category are projects whose primary focus is to develop a set of educational assessment procedures or a curriculum, or to provide a related service, such as

TABLE 5

NUMBER OF OPERATIONAL BASES BY PROGRAM AREA

Base	Program Area					
	HCMP	%[a] HCMP	SNP	%[a] SNP	Combined Total	%
Local Education Agency	19	39	7	24	26	33
State Education Agency	2	4	0	0	2	3
Institute of Higher Education	14	29	14	48	28	36
Publicly Funded Agency	6	12	2	7	8	10
Private, Non-Profit Agency	8	16	6	21	14	18

art or recreation. These projects are involved with a student's total educational program but do not have the major responsibility for its development or implementation.

The "Total" columns refer to the total number of projects across both HCMP and SNP program areas which provide a specified service activity. A full 97% of the projects provide direct instruction or training to children or youth, followed by the evaluation of client progress (95%) and general program (IEP) development (94%). Apparent in this table are the number of projects which provide specialized training to professionals such as school staff who in turn provide services to students. Eighty-one percent of the projects report that this training constitutes a major component of their models. Due to the way in which the data were reported, however, there is overlap between categories, and the same projects which provide direct training may also provide service through staff trained by the project.

Service Delivery Areas

Operational Bases. HCMP grants and SNP contracts are awarded to local or state educational agencies, institutes of higher education, public agencies, or private, non-profit agencies. Of all the grant recipients, the largest portion of the HCMPs (39%) are administered within a local education agency, as compared to 24% of the SNPs (Table 5). The SNP projects are more frequently administered by colleges and universities (36%) as compared to 29% of the HCMPs. Private, non-profit agencies and publicly funded agencies were almost equally represented for both program areas while two HCMP statewide delivery systems are administered by state educational agencies.

TABLE 6

NUMBER OF POPULATION REGIONS BY PROGRAM AREA[a]

Population Region	Program Area					
	HCMP	% HCMP	SNP	% SNP	Total	%
Inner City	20	41	7	24	27	35
Major City	20	41	14	48	34	44
City	19	39	17	59	36	46
Suburban	23	47	10	34	33	42
Small Town	14	29	17	59	31	40
Rural	19	39	18	62	37	47

[a] As projects frequently responded to more than one category, there is overlap in these data.

Breadth of Area. The operational base of a project is not necessarily its service delivery site. For example, many projects are administered by staff who are affiliated with an institution of higher education but operate, through cooperative arrangements, within the public schools. Breadth of service area was determined by asking projects to indicate the number of school districts receiving services from the project. Four HCMP projects and one SNP project indicated that they provide services in more than one state, while two HCMPs and eight SNPs serve entire states. The remaining 63 HCMP and SNP projects focus on selected districts within a given state. The number of schools or facilities being served by the combined program areas range from 1-375 ($\bar{X}$=20); from 1-70 school districts ($\bar{X}$=7) and from 1-24 ($\bar{X}$=3) counties were served.

Population Regions. It is apparent that the model programs tend to operate beyond one service site and are involved in a number of local school districts or other agencies, which is certainly a measure of program impact. A further measure of the scope of the impact is found in the population regions served by the projects and presented in Table 6.

There is considerable overlap in the numbers of population regions, a factor which can be expected given the data on the extent of service areas. In few instances can a project be considered to serve only one area, such as rural or urban; however, an HCMP which is located on an Indian reservation and a project which serves native Alaskan villages are examples of such programs. Further examples include several projects located in inner city sites which serve bilingual or minority populations.

TABLE 7

NUMBER OF SERVICE DELIVERY SITES BY PROGRAM AREA[a]

Site	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Regular Elementary School	20	41	10	34	30	38
Regular Secondary School	21	27	6	21	27	37
Higher Education Institution	7	14	1	3	8	10
Regular Vocational School	1	2	0	0	1	1
Special Elementary School	16	33	10	34	26	33
Special Secondary School	15	31	8	28	23	29
Special Vocational School	2	4	2	7	4	5
Residential Facility	8	16	14	48	22	28
Special Center (non-school)	14	27	8	28	22	28
Client's Residence (private home)	9	18	12	41	21	27
Other (e.g., job site, workshop, hospital, museum, wilderness training)	10	20	8	28	18	23

[a]As projects could respond to more than one category, there may be overlap in these data.

In most instances projects provide their services in a number of diverse areas beyond the original base or site. Thus, the services tend to be rather evenly distributed over both geographic areas and HCMP and SNP programs. The only notable exception is that 24% of the SNP projects serve inner city areas, while 62% operate in some capacity in rural areas, as opposed to HCMP projects which lack this variability.

Specific Service Delivery Sites. In addition to the size and geographic characteristics of areas served, projects were asked to indicate their specific delivery sites. These are noted in Table 7, and again demonstrate the diversity of the model programs. As might be expected, given the educational focus of the model programs, a large number of projects operate within schools. It should be noted once again that projects could respond to more than one category, and in over half of the instances, projects reported operating in at least two sites, such as regular elementary and regular secondary schools, or a hospital and a public school.

TABLE 8

NUMBER OF PROJECTS WITH STAFF IN

MAJOR PERSONNEL CATEGORIES BY PROGRAM AREA

Project Staff	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Teacher/Instruction Personnel for Children	25	51	17	59	42	54
Teacher/Instruction Personnel for Staff	14	20	6	21	20	26
Teacher/Instruction Personnel for Parents	7	14	10	34	17	35
Teacher/Aide	12	24	10	34	22	28
Occupational Therapist	4	8	7	24	11	14
Physical Therapist	4	8	4	14	8	10
Psychologist	8	16	6	21	14	22
Speech/Communication Specialist	6	12	8	28	14	22
Other Administrative (e.g., project assistant)	13	26	12	41	25	32
Clerical/Support Staff	34	69	21	72	55	71
Medical Staff	0	0	3	10	3	4
Social Worker	2	4	4	14	6	8
Counselor	5	10	2	7	7	9
Specialty Staff (e.g., rehabilitation engineer, media specialist)	20	41	20	69	40	51

Most categories of service delivery sites are self-explanatory; however, several qualifiers should be noted. For those projects providing service within the regular public schools, there is no indication that all of the programs are integrated (i.e., handicapped being served with nonhandicapped). In addition, some programs operating across several sites are basically resource programs, such as a district-wide adaptive physical education program or a resource room directed at behavior management. The numerous vocational education programs and several projects which provide specific education in areas such as special science, art, or recreation are further examples of projects operating at diverse service sites.

The category "Higher Education Institute" refers to those delivery sites which are located directly on a college or university campus. It does not include

projects operating within special centers or schools which might be administered by and/or located on a college or university campus. The "Other" category includes a variety of projects which provide services in unique settings such as museums or wilderness campsites as well as those which operate in hospitals. Projects which provide indirect or resource services such as lending libraries or material resource centers are also included in this category.

Project Staff

The types of staff supported by the projects was yet one more example of the heterogeneity of the program models. While educational personnel predominated, there were a number of other professionals associated with the programs. The data presented in Table 8 obviously do not reflect the total numbers of the various professionals, only the numbers of projects which have a staff person in a specific category.

In many categories, particularly those of teachers and instructional staff, there was a degree of overlap, as staff members tended to have instructional responsibilities for children and to be involved with parent training as well as with staff development. Over half of all projects employ teachers or instructional staff for students, 26% of all projects have such staff who are also responsible for parent education, and 35% have staff who are involved in inservice training. The relatively low number of projects having parent trainers may be due in part to the number of projects which are serving secondary students; however, SNP projects did report using these personnel more than HCMP projects. After the category "Instructional Personnel for Children", the second largest category is "Specialty Staff" (51%), which refers to unusual or highly specialized personnel. Examples of such staff include a media arts specialist, a rehabilitation engineer, a vocational evaluator and a job-site coordinator. SNP projects reported using these types of staff more than teachers or other direct instructional personnel, which is almost certainly a response to the special needs of these severely/profoundly handicapped students.

The data presented here have highlighted major program characteristics of the Handicapped Children's Model Programs and the Programs for Severely/Profoundly Handicapped Children and Youth and were drawn from questionnaires completed by the projects. The Directory and Product Guide sections which follow provide detailed information about these projects and the children and youth they serve, while the Index contains lists of projects for each of the categories discussed, as well as for additional categories.

LEARNING DISABILITIES RESEARCH INSTITUTES

In 1977 the Office of Special Education and Rehabilitative Services funded five Learning Disabilities Research Institutes. These Institutes were to 1) conduct research on the characteristics of children with learning disabilities as well as on educational programs and 2) provide direct service to client populations to produce a set of replicable educational materials and/or procedures with demonstrated effectiveness. The Institutes are located at University of Illinois - Chicago Circle, Columbia University - Teacher's College, University of Kansas, University of Minnesota, and University of Virginia.

In 1979-80 the Institutes completed their first three-year contract. During this time, all five LDRIs produced a large number of research reports and literature reviews, as well as articles for journals and other professional publications. Following is a brief summary of each Institute. The individual abstracts included in the Directory provide a more in-depth profile of each LDRI; a detailed list of the products available from each is included in the Product Guide. These products are also listed by code number in the Index.

Institute Summaries

University Of Illinois: Chicago. The Chicago Institute for Learning Disabilities (Project CHILD) is engaged in a comprehensive exploration of the field of learning disabilities. The Institute is organized into four core research programs. One program is focused on learning disabled (LD) children's attributions about success and failure, and their social-language competence as they interact with peers, teachers and parents. A second program is focused on LD children's nonverbal behaviors, ingratiation strategies and others' attributions toward them. The third program is involved with the oral reading and reading comprehension of these children and the fourth program is concerned with learning and memory of LD children.

University of Kansas. The University of Kansas Institute for Research in Learning Disabilities is a joint research effort involving the Department of Special Education and the Bureau of Child Research. The Institute has specified the learning disabled adolescent and young adult as the target population and is committed to the development of a comprehensive epidemiology data base as a strategy for describing learning disabilities. This description will serve as a basis for the design and validation of intervention and support systems that enhance the adolescent's performance in school, home, community and employment settings.

University of Minnesota. Assessment and decision-making procedures for identification of learning disabled (LD) youngsters are the foci of research being conducted at the University of Minnesota's Institute for Research on Learning Disabilities. Researchers are working with elementary students and

school personnel to understand current practices more thoroughly and to design and test alternative assessment and decision-making models. Efforts are being focused on the process and content of assessment in five kinds of decisions made for LD youngsters: (1) screening/referral, (2) identification/classification, (3) placement/intervention, (4) classroom progress evaluation, and (5) program evaluation.

University of Virginia. The goal of the University of Virginia Learning Disabilities Research Institute is to determine efficacious educational procedures for enhancing the academic and social competence of learning disabled (LD) children. During the past few years a wealth of evidence has accumulated indicating that a major problem manifested by many LD children can be subsumed under the general rubric of strategy deficit problems. Thus, researchers at the Virginia LDRI are systematically studying educational methods for enhancing the development of learning strategies in LD children.

Teachers College, Columbia University. The Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University, is focused on the following research objectives for learning disabled (LD) children: (1) to develop and evaluate effective teaching methods for LD children; (2) to develop measures which contribute to the refinement of the definition of learning disabilities and to the diagnosis of LD children; and (3) to build a conceptual model of learning disabilities within an information-processing framework.

SUMMARY

Attempts to summarize the HCMP and SNP model programs in terms of broad or generic categories, and the Learning Disabilities Research Institutes in terms of their research aims present an incomplete picture, nonreflective of the innovative and unique aspects of each. The Directory section which follows does provide specific information about each project and Institute. This information reflects the diverse nature of these programs which are developing and implementing innovative educational practices designed to improve the quality of educational services for handicapped children and youth and their families.

Directory

This section contains information provided by all HCMP and SNP projects and Learning Disabilities Research Institutes. For the HCMP and SNP projects, major information areas include project title, program area and year of funding, operational base, staff, characteristics of target population and service areas, services provided, both direct and indirect, pupil and program evaluation procedures, and project abstracts. Disseminable products are listed in the following section.

Since the Learning Disabilities Research Institutes are research oriented, the information provided is different from that of the HCMP and SNP projects. Major information areas include LDRI title, staff, age range of students, service sites, program evaluation procedures, and abstracts. Disseminable products are listed in the following section.

This section is paginated by the project or Institute code number assigned by PDAS. For example, the first two pages are both paginated H-001 as they both contain information from that project. H refers to HCMP, and 001 refers to the project number. In the sections which follow, all program information, products, addresses, and descriptors are indexed by project code number. This method should facilitate information access throughout the Overview, Directory & Product Guide.

Abbreviations used in the Directory section under Administration are PI, Principal Investigator; CO, Project Coordinator; and PD, Project Director.

PROJECT TITLE: Science Enrichment for Learners with Physical Handicaps: Project SELPH

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Lawrence Hall of Science, University of California (higher education agency), Berkeley, CA.

PROJECT ABSTRACT: In this project, "hands-on" science activities from the Science Activities for the Visually Impaired (SAVI) Project are modified for use with orthopedically handicapped and learning disabled youngsters. The approach and content of these activities are intended to enhance disabled children's experience with their environment as well as to foster personal interaction between the disabled and their nondisabled peers. The project is also operating model "Science Learning Centers" in mainstream classrooms. These centers are integrated components of the regular elementary school classroom and operate as science enrichment centers for handicapped and nonhandicapped students. Paraprofessionals, teacher aides, preservice teachers, and peer-group teachers are selected to staff the Science Learning Centers. At the conclusion of the project, a Center Training and Operations Manual will be written to aid prospective center users to: 1) set up a Science Learning Center, 2) train leadership personnel to use it, and 3) manage equipment and direct the center's operations on an ongoing basis.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, specific learning disabilities, mentally retarded, hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, cross-categorical.

Ages: 8-13.

PROJECT STAFF:

Administration: Dr. Watson M. Laetsch, PI; Dr. Herbert D. Thier, PD; Ms. Linda Delucchi, CO

Contact Person: Dr. Herbert D. Thier, (415) 642-3679

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	0.50	Teacher/Instruct. Staff for Children	1	0.20	Psychologist
2	0.40	Teacher/Instruct. Staff for Staff	2	0.80	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; 30 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, special center (non-school), museum facility.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	____	____	X
General Program Development (IEP):	____	X	____
Direct Instruct./Train. with Client:	X	X	____
Ongoing Eval. of Client Progress:	X	X	____
Family Training/Counseling/Therapy:	X	____	____

Other services provided directly by project staff: Materials adaptation and development, instructional model design and testing.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: In order to evaluate the ongoing SELPH program, a category checklist observation form, based on time sampling, has been developed by the SELPH staff. Members of the staff observe students in each SELPH Center two to three times throughout the program's duration using this form.

BASIC DESIGN FOR PROGRAM EVALUATION: Project SELPH is interested in the impact of the program on students' attitudes toward science and their scientific reasoning abilities. To document student outcomes in these areas, a pretest/posttest nonequivalent control group design (Stanley and Campbell) has been implemented.

To assess changes in student attitudes, the evaluation staff has developed a Likert attitude scale entitled "How I Feel About Science". Coefficient alpha for the instrument is .80. To assess changes in scientific reasoning abilities, the SELPH evaluation staff has developed two equivalent forms of scientific reasoning tasks which assess the child's ability to control variables and to design experiments.

PROJECT TITLE: Secondary Handicapped Children's Model Program

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Sam Juan Unified School District (local education agency), Carmichael, CA.

PROJECT ABSTRACT: The goal of the project is to train 22 secondary level special class teachers and their instructional aides in direct instruction strategies. The philosophical basis for the goal is that when teachers' and aides' skills are enhanced to include direct instruction strategies, there will be improved instructional programs for students, classroom environments will be improved and students will be better prepared for mainstreaming. The project renders services to Special Class teachers and aides, students and parents.

Special Class teachers and aides leave their classrooms for up to six weeks and enter demonstration classrooms for on-site training in direct instruction strategies. Participants are able to increase their skills in the site demonstration classrooms during the academic day at no cost. They are freed from concern about their classrooms during training because a Demonstration Team is introducing direct instruction strategies and materials in their classrooms consistent with the training they are receiving. Participants return to their classrooms each Thursday to observe. Communications are open at all times.

The direct instruction the students receive improves their academic and social skills. Students whose teachers have participated in the project are mainstreamed with greater success. They are able to attend to tasks for longer periods of time and are able to function within established groups. The project's findings are that the students' school attendance has increased. Parents are encouraged to participate in the project's activities. The project offers three services: 1) Parent Effectiveness Training, 2) Parent Discussion Group, and 3) Parents Are Teachers.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, learning disabled.

Ages: 13-21.

PROJECT STAFF:

Administration: Dr. Robert Ogle, PI; Jean Dancy-Crim, CO

Contact Person: Jean Dancy-Crim, (916) 483-3263

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	0.50	Psychologist
2	2.00	Teacher Aide/Intern/Assistant	1	0.50	Support Staff
1	0.50	Speech/Communication Specialist			

SERVICE AREA: Suburban; 1 school district, 12 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Staff development in direct instruction strategies.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Project is not involved in child placement. Students have already been placed in class.

Initial Diagnosis/In-Depth Assessment: An in-depth assessment of staff who are targeted for participation is done, using Criterion Teaching Lesson Recap - Madeline Hunter Model and Corrective Reading and Morphographic Spelling Checklist, - Englemann-Becker Model.

Ongoing Evaluation/Monitoring Progress: The project uses the two aforementioned assessment instruments prior to, during and after training of targeted teams.

BASIC DESIGN FOR PROGRAM EVALUATION: Pre- and post-data are gathered on students whose teachers are trained in the project or task completion. Student growth is measured using the Wide Range Achievement Test, Gilmore Oral Reading Test, Key Math and Peabody Individual Achievement Test. NOTE: Target teams are required to evaluate their training received in the project.

PROJECT TITLE: Junior High School Special Education Project

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Santa Barbara County Schools (local education agency), Santa Maria, CA

PROJECT ABSTRACT: In order to implement the concept of the "least restrictive environment" (LRE) in local school sites, certain key processes must occur. These include 1) making an analysis of current organizational processes, policies and procedures; 2) allowing changes to come from within the organization by providing experiences which allow school personnel to work collaboratively to explore alternatives and generate options for developing services to handicapped students; and 3) developing skilled personnel to implement effectively the IEP and provide quality instructional services to handicapped students. Traditional inservice training programs to develop instructional skills are limited because they neither provide opportunity for accurate diagnosis of teachers' functioning levels, nor practice and feedback under skilled direction. Other key factors include instructional materials available, time and energy required, knowledge of the decision makers and their sources of information, and policies affecting program management.

This project uses processes based on the above constructs to facilitate the implementation of the LRE concept. Initially a functional support group of regular and special teachers is developed using "team building" processes. When operational, a "nominal group process" is used to assist the team in diagnosing and identifying current organizational problems and solutions involved in LRE implementation. An Instructional Support Kit (ISK) is available. This kit covers the Affective, Cognitive and Psychomotor domains and features a matrix composed of functional descriptions of handicapping conditions and instructional strategies for coping with or remediating these conditions. The Project Director, using a "process consultation model", works directly with school staff to facilitate their efforts to implement the concept of the LRE.

The capacity to intervene in an organization, expand margins of maneuver, develop relationships, shape situations, manipulate school structures and processes, and predict with some certainty what the effect of change efforts are going to be, are fundamental to implementing the LRE at any school site or district.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate; California Master Plan for Special Education identifies students according to individual needs. In California, mild and moderate handicapped are called Learning Handicapped.

Ages: 12-14.

PROJECT STAFF:

Administration: Larry Schram, PI; Joseph D. Purdy, Ph.D., PI

Contact Person: Joseph D. Purdy, Ph.D., (805) 928-3011

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
4	0.25	Consultants	1	1.00	Support Staff

SERVICE AREAS: Inner city, major city, city, small town, rural; 7 school districts, 3 counties, 11 schools/service facilities.

SERVICE SITES: Regular secondary school, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	

Other services provided directly by project staff: organizational development, support group development, team building.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Measure of student attitudes; measure of student grades; measure of teacher attitudes (at least 60% of faculty).

Initial Diagnosis/In-Depth Assessment: Criteria: 1) Fourth grade reading level; 2) three regular classrooms per day; 3) all resource program students.

Ongoing Evaluation/Monitoring Progress: Yearly evaluation.

BASIC DESIGN FOR PROGRAM EVALUATION: Longitudinal experimental - comparison group design. A design across a three-year period, comparing schools which receive the program with comparable schools that do not. Instruments include 1) a measure of student attitudes; 2) a measure of student grades; and 3) a measure of teacher attitudes.

PROJECT TITLE: A Rural Educational Approach in a Consortium for Handicapped

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: San Luis Valley Board of Cooperative Educational Services (local education agency), Alamosa, CO.

PROJECT ABSTRACT: This project is designed to demonstrate methods of direct service for moderately and severely handicapped students residing in rural areas. The project consists of three major components: 1) service, 2) education, and 3) interagency cooperation, which are seen as mandatory components of successful models for rural handicapped children. Direct services are provided to each child and his/her parents, as well as consultation services to parents in the home, and to regular and special education teachers at the public school. Educational services are provided through a community-wide public information and education program that is preventative and remedial in nature. Interagency activities sponsored by the project encourage interdisciplinary staffings as well as follow-up services provided on an interagency basis. The existing public school process of screening-assessment-prescription-evaluation is being expanded to incorporate home environments of severely handicapped children involved in the project.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, mentally retarded, hard of hearing, deaf, speech impaired, visually impaired, seriously emotionally disturbed, orthopedically impaired, health impaired, multiple handicapped.

Ages: 5-18.

PROJECT STAFF:

Administration: Kristi Bohn-McHugh, PD, CO

Contact Person: Kristi Bohn-McHugh, (303) 589-2536

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Children	1	1.00	Occupational Therapist
1	1.00	Physical Therapist	1	1.00	Support Staff
1	1.00	Speech/Communication Specialist			

SERVICE AREA: Rural; 14 school districts, 5 counties, 33 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, regular higher education school, special elementary school, special secondary school, special center (non-school), clients' residences (private homes), college.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:	X		X
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X	X	X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Special education staffing process; as a result may refer to Project REACH for a more in-depth program.

Initial Diagnosis/In-Depth Assessment: Down's Syndrome Assessment Inventory Forms; PPVT; Postural Screening Adaptive Behavior Scale; Activities of Daily Living Inventory; cognitive assessments.

Ongoing Evaluation/Monitoring Progress: Downs Syndrome Assessment Inventory, twice yearly; PPVT, four times yearly; Daily Living Skills, three times yearly.

BASIC DESIGN FOR PROGRAM EVALUATION: Summative and formative data are used on five aspects of the program; a program evaluator is hired to assess general performance.

PROJECT TITLE: Colorado Wilderness Trails

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Colorado Wilderness Trails, Inc. (private, non-profit agency), Denver, CO.

PROJECT ABSTRACT: Colorado Wilderness Trails (CWT) is a private, non-profit, tax-exempt corporation funded by the Office of Special Education and Rehabilitative Services to serve the needs of emotionally disturbed, early adolescent girls ages 9-14 in the Denver Metropolitan area. The CWT project is designed to break failure cycles and eliminate negative self-images at an early stage in the child's emotional problems. Project objectives include increasing the child's ability to learn in a classroom setting; improving the child's ability to maintain positive personal relationships; developing the child's positive self-image; increasing appropriate behavior; reducing depression or physical symptoms of emotional problems; increasing school attendance and reducing delinquent acts and referrals for disciplinary action. The expected outcomes will be reflected in pre- and posttest data indicating cognitive increases, as well as improvements in self-concepts, peer relations and attitudes towards authority figures such as family or teachers. Statistical data will also indicate any improvements in the areas of suspensions, attendance, court and police contacts and J.D. petitions.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, seriously emotionally disturbed.

Ages: 9-14.

PROJECT STAFF:

Administration: Caroline Hogue, PI, CO

Contact Person: Caroline Hogue, (303) 333-5075

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Administration	1	0.50	Psychologist
1	1.00	Social Worker	1	1.00	Support Staff
3	3.00	Caseworker	3	3.00	Counselor

SERVICE AREAS: Inner city, major city, city, suburban; 10+ school districts, 4 counties, approximately 375 schools/service facilities.

SERVICE SITES: Special center (non-school), wilderness.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):			X
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:	X		
Ongoing Eval. of Client Progress:	X		X
Family Training/Counseling/Therapy:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Teacher report; social history.

Initial Diagnosis/In-Depth Assessment: Piers-Harris; WISC; WRAT; MSGO.

Ongoing Evaluation/Monitoring Progress: Piers-Harris, WRAT, MSGO: Pretest, post-wilderness challenge, at 6 and 12 months.

BASIC DESIGN FOR PROGRAM EVALUATION: Same as evaluation procedures; statistical retrievals.

PROJECT TITLE: Experienced Based Career Education for the Handicapped

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Portland Public Schools (local education agency), Portland, CT.

PROJECT ABSTRACT: Project PRISM (Personal Resource Instructional Service Model), as Portland's experienced based career education program for the handicapped is called, features revision of the Experienced-Based Career Education (EBCE) materials for handicapped students, combining of the documentation procedures of EBCE with those of the IEP process, revision of the existing site analysis process to accommodate handicapping conditions, building on and expanding an existing regional network of placement sites and a carefully structured evaluation process.

Project PRISM will serve over 50 handicapped students during its second year of operation. Five communities are now involved in our effort to better serve on a regional basis the handicapped secondary population. The program exists beside and compliments the high school EMR program and resource program. PRISM students receive academic instruction from the learning coordinators (teachers) in a classroom adjacent to the Career Center at the Portland High School. The academic instruction reflects the goal statements and short-term objectives found in the IEP's relating to career education concepts and learning related to the work site experiences. The learning coordinators and the Program Services Coordinator (counselor) are responsible for observing student observations and progress to insure that they are placed in suitable work sites.

The mix of experience-site vs. classroom activity time varies with the student's needs and program profile as dictated by the IEP. Most students eventually function in the community 4 days per week.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild, specific learning disabilities, mentally retarded, seriously emotionally disturbed, orthopedically impaired, health impaired.

Ages: 16-21.

PROJECT STAFF:

Administration: George Culp, PD; David Maclean, Site Analyst

Contact Person: George Culp, (203) 342-2778

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	1.00	Administration
1	1.00	Counselor	1	1.00	Support Staff
1	0.50	Site Analyst	1	1.00	Driver

SERVICE AREAS: City, suburban, small town; 5 school districts, 1 county, 2 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
General Program Development (IEP):	X	____	____
Direct Instruct./Train. with Client:	X	____	____
Ongoing Eval. of Client Progress:	X	____	____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None (completed by school prior to referral to our program).

Ongoing Evaluation/Monitoring Progress: Stanford Diagnostic Math: Fall, Spring; Stanford Diagnostic Reading: Fall, Spring; PIAT and WRAT Subtests - during year to get current information; Slingerland and Malcomesius: when in need of additional LD information for remedial purposes; Program inventories: Vocational/Career in Nature, fall or entry, spring or exit.

BASIC DESIGN FOR PROGRAM EVALUATION: A strong third-party evaluation component is in place that carefully assesses both processes and outcomes of project and student activities. The evaluation plan for our project derives its conceptual bases from the works of both Scriven and Suchman. These individuals articulated the concepts of formative vs. summative evaluation (Scriven) and levels of evaluation (Suchman).

PROJECT TITLE: **A Model Program of Arts to Enhance Living and Learning for Severely and Profoundly Handicapped Children and Youth**

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: The National Committee/Arts for the Handicapped (publicly funded agency, other private source), Washington, D.C.

PROJECT ABSTRACT: Special Education as a discipline is on the threshold of change, seeking new answers to old questions, rejecting old defeats. PL 94-142 has mandated that every handicapped child will be offered a program and that every means to reach that child must be explored. In this atmosphere of challenge and change, the arts have much to offer for enhancing learning and enriching life. NCAH has had experience in developing a Process/Concept Model for implementing arts programs for handicapped persons and has adapted and refined the model for severely and profoundly handicapped children and youth.

Project activities include the services of an artist to work directly with the children while demonstrating to teachers, parents and significant others techniques for infusing the arts into the teaching of functional skills. Arts Teams follow-up on the demonstrations/workshops with daily infusion of the arts, and a series of excursions to community cultural facilities. A Very Special Arts Festival is the culminating activity.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 1-22.

PROJECT STAFF:

Administration: Dr. Ruth Bragman, CO; Ralph Nappi

Contact Person: Dr. Ruth Bragman, (202) 223-8007

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
20	4.00	Teacher/Instruct. Staff for Children	5	0.50	Administration
5	1.00	Teacher/Instruct. Staff for Staff	5	0.25	Support Staff
1	1.00	Evaluator	3	1.50	Principal Artist

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; 11 school districts, 8 counties, 5 schools/service facilities.

SERVICE SITES: Special elementary school, residential facility, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:	X		X
General Program Development (IEP):		X	X
Instruction/Therapy Plan Dev. (IIP):		X	X
Direct Instruct./Train. with Client:		X	X
Direct Therapy with Client:		X	X
Ongoing Eval. of Client Progress:	X	X	X
Family Training/Counseling/Therapy:	X	X	X

Other services provided directly by project staff: Principal artist workshops, art experience suggestions, Very Special Arts Festival training, technical assistance via NCAH.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Denver Developmental Screening Test.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Behavior Checklist - monthly; Denver Developmental Screening Test - pre-/posttesting; routine use of log books to record effectiveness of the arts activities; survey - teacher forms; workshop evaluation forms.

BASIC DESIGN FOR PROGRAM EVALUATION: Denver Development Screening Test - pre-/posttesting; Behavior Checklist - administered monthly, Scan Tron forms, Statistical Program for the Social Sciences (SPSS).

PROJECT TITLE: Project REACH

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Idaho Department of Education (state education agency), Boise, ID.

PROJECT ABSTRACT: This program intends to develop and implement a viable service delivery system for handicapped children in small, rural districts through regional consultants working with local district "trainers". This technical assistance includes local procedures for implementing full services, needs assessment, interagency cooperation, development of media/materials capabilities, development of IEP s, development of instructional/implementation plans, maintenance of records, and establishing due process and procedural safeguards. This is accomplished with on-site one-to-one assistance, cluster meetings, workshops, and printed materials.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Varying levels of severity, varying handicapping conditions.

Ages: 5-22.

PROJECT STAFF:

Administration: Fred Russell, CO

Contact Person: Fred Russell, (208) 334-3940

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	1.50	Consultants	3	2.00	Support Staff

SERVICE AREAS: Small town, rural; 34 school districts, 24 counties.

SERVICE SITES: Regular elementary school, regular secondary school, special vocational school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:		X	X
Referral to Appropriate Program:		X	
General Program Development (IEP):	X	X	X

SERVICES TO CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:		X	X
Ongoing Eval. of Client Progress:		X	X
Family Training/Counseling/Therapy:		X	

Other services provided directly by project staff: Materials development; program monitoring; program evaluation; training materials.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: SCAT (Support, Competency-Assistance, Training).

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Annual program review: "Idaho Special Education Program Review Process".

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Workshop ratings, 2) local district contact matrix, 3) completion of technical assistance matrix per district, 4) third-party evaluations; 5) Idaho SEA program review process.

PROJECT TITLE: A Data-Based Service Cascade Model for Mildy Handicapped High School Students

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Indianapolis Public Schools (local education agency), Indianapolis, IN.

PROJECT ABSTRACT: This project is developing a data-based service delivery cascade that is facilitating academic, social and vocational achievement of mildly handicapped high school students in the least restrictive alternative environment. In addition to direct services to students, the program is providing inservice training to content area specialists that will add the methodological skills of individual programming and behavior management to existing content-area expertise. A computer assisted, and a computer managed instructional systems and a computerized IEP systems are being developed concurrently. The entire process is evaluated continuously to make modifications and to document the efficacy of the demonstration program. When proven effective, the program will be diffused statewide and nationally.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate, specific learning disabilities, mentally retarded.

Ages: 14-19.

PROJECT STAFF:

Administration: David Greenburg, PI; Dr. Herbert Rieth, PI

Contact Person: David Greenburg, (317) 266-4770

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	1.00	Teacher/Instruct. Staff for Children	1	1.00	Teacher/Instruct. Staff for Staff

SERVICE AREAS: Inner city, major city; 1 school district, 2 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	X		
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Review of cummulative folder; Iowa Achievement Test.

Initial Diagnosis/In-Depth Assessment: Informal Reading Inventory - oral reading accuracy, silent and oral reading comprehension; Informal Mathematics Assessment - computation facts; Standard Diagnostic Math and Reading Test; utilizing samples.

Ongoing Evaluation/Monitoring Progress: Direct measurement of permanent products daily; Informal Reading Inventory - bi-weekly; Informal Mathematics Assessment -daily.

BASIC DESIGN FOR PROGRAM EVALUATION: Summative: 1) Prepost achievement; 2) consumer satisfaction (students, teachers and parents); 3) pre/post unobtrusive measures (attendance, grades, suspensions, count contacts).

PROJECT TITLE: A Comprehensive Communication Curriculum for the Education of Severely/Multiply Handicapped School Children

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Kansas Neurological Institute (state education agency), Topeka, KS.

PROJECT ABSTRACT: Mediation of communication deficits among severely/multiply handicapped children represents one of the most important objectives in their educational process. Unfortunately, the uniqueness of the language development process, paired with the seriousness of noncommunicative children's handicapping condition, has made these interventions difficult to organize effectively within the framework of the typical special education curriculum. Additionally, carry-over into the home environment, imperative to the success of the intervention, is often equally as difficult to organize.

This project presents a consulting service delivery model designed to aid teachers and parents in structuring their children's communication programming. The curriculum is designed to facilitate the development and training of communication skills which the children can use to control people and objects in their environment. Teachers and parents are presented with techniques to identify, establish, and expand functional responses at whatever levels children may currently be functioning. The program assesses the children's current communication strategies and optimal responding skills, and the environment's support and stimulation of their communication attempts. Intervention may then address student skills and environmental variables. The intervention strategies are interfaced with current techniques to promote generalization of the functional communication. The assessment and intervention procedures are useful across pre- and early communication levels in either speech, signing, or communication board modes. Written materials are provided to aid in the communication assessment process, in developing the communication curriculum, in developing the family involvement program, and in establishing a constructive consulting relationship.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-20.

PROJECT STAFF:

Administration: Ann Marshall, Ph.D., PI; Lois Waldo, CO

Contact Person: Lois Waldo, (913) 296-5318

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Staff	2	1.50	Psychologist
1	1.00	Teacher/Instruct. Staff for Parents	2	1.30	Speech/Communication Specialist
1	1.00	Teacher Aide/Intern/Assistant			

SERVICE AREA: City; 1 school district, 1 county, 2 schools/service facilities.

SERVICE SITES: Special elementary school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X	X	

Other services provided directly by project staff: Teacher training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Total Communication Checklist and Assessment.

Ongoing Evaluation/Monitoring Progress: Monthly review of child acquisition data; yearly administration of Consumer Satisfaction questionnaire for teachers, parents, and administrators.

BASIC DESIGN FOR PROGRAM EVALUATION: Overall project effectiveness is evaluated through review of individual child acquisition data, increase in teacher use of communication facilitation techniques, and Consumer Satisfaction questionnaires completed by teachers, parents and administrators.

PROJECT TITLE: Project CAST

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Charles County Board of Education (local education agency), LaPlata, MD.

PROJECT ABSTRACT: The purpose of Project CAST is to assist students in the development of skills which are essential for independent-living, career decision-making and job success. Its target population is high school aged, educationally handicapped (levels IV and V) students, attending the four Charles County high schools and the F. B. Gwynn Educational Center. Project CAST is an adaptation of the Appalachia Educational Laboratory Experience-Based Career Education Model.

The program is divided into four phases. During Phase I: Career Awareness (ninth grade age, as appropriate), students gain an awareness of the occupations available in the community through field trips, guest speakers, and planned instructional activities. During Phase II: Career Exploration (10th grade age, as appropriate), students explore, in greater depth, self-selected occupations through field trips, guest speakers, exploratory work samples and job search activities. During Phase III: Career Investigation (11th grade age, as appropriate), students investigate self-selected occupations through a "hands on" experimental approach. Each student is placed at a community experience site for 6 weeks (approximately 4 days/week). Students may sample several occupations in a given year. Teachers monitor student progress on site and provide in school programming. During Phase IV: On-The-Job Training/Work Study (12th grade age, as appropriate), students select an occupation (a result of the Phase III experience) and receive on-the-job training. The focus of this phase is student acquisition of specific saleable job skills. Teachers monitor student progress on site and provide school-based instruction. Throughout all four phases of the program, students are provided with learning experiences which enable life skills development (e.g., managing finances, home management).

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, cross-categorical.

Ages: 14-21.

PROJECT STAFF:

Administration: Irene R. Potosky, PD; Jerry D. Shaffer, CO; Virginia Evey, CO

Contact Person: Irene R. Potosky, (301) 375-8171

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
1	1.00	Support Staff

SERVICE AREAS: Small town, rural; 5 schools/service facilities.

SERVICE SITES: Regular secondary school, special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:		X	
Ongoing Eval. of Client Progress:		X	

Other services provided directly by project staff: Site analysis, student-site placements, resource support to teachers, curriculum development.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: At a minimum, yearly Woodcock - Johnson Psychoeducational Test Battery: math, reading, written language clusters; PIAT - spelling; Social and Prevocational Information Battery; PAYES.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Tests listed previously; 2) program materials (e.g., student monitoring records); 3) interviews, questionnaires.

PROJECT TITLE: Detroit's Adaptive Physical Education Consortium Project

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Detroit Public Schools (local education agency), Detroit, MI.

PROJECT ABSTRACT: The broad goal of the project is to coordinate the physical education, sports, and recreation services to the handicapped in the Detroit area. The main components of the project include: 1) facilitating mainstreaming of all physical education and recreation activities in the area; 2) establishing of a lending library in Adaptive P.E. to provide appropriate equipment, supplies, books, records, and films; 3) conducting intensive inservice training sessions; 4) creating of an observation "Teaching Laboratory"; and 5) developing products, including a newsletter, Parent Resource Guide, and Curriculum Guide.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe. The project services all disability types in the Detroit District through the lending library and inservice.

Ages: 1-22+.

PROJECT STAFF:

Administration: Stephen Czapski, PI; Bruce Elkins, CO

Contact Person: Bruce Elkins, (313) 831-3113

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
1	1.00	Support Staff

SERVICE AREAS: Inner city, major city; 1 school district, 1 county, 303 schools/service facilities.

SERVICE SITES: Special secondary school, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):		X	
Direct Instruct./Train. with Client:		X	

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Direct Therapy with Client:	____	X	____
Ongoing Eval. of Client Progress:	____	X	____
Family Training/Counseling/Therapy:	X	X	____

Other services provided directly by project staff: Lending Library; consultant services; product development; inservice training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: None.

BASIC DESIGN FOR PROGRAM EVALUATION: Each of the seven project components contains an appropriate assessment/feedback tool. Statistical and narrative evaluations of each project objective are continuous and ongoing.

PROJECT TITLE: Handicapped Out of School Youth Model Program

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: St. Paul Public School District 625 (local education agency), St. Paul, MN.

PROJECT ABSTRACT: The St. Paul Out of School Youth Program offers a new personalized educational opportunity to youth 16-21 years of age who have left school before graduation and now want a second chance. This OSY program is specifically geared to help youth with special education needs who left school because of various problems, little success and much frustration, and no real purpose in continuing to attend a traditional educational program.

This program was designed to find these students, help them identify their educational, vocational, and life adjustment needs and then arrange an agreed upon Individualized Educational Plan. OSY graduates will not only earn a high school diploma but will also be better prepared to handle daily problems and to participate in the world of work with confidence and a sense of direction.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild, specific learning disabilities, mentally retarded, seriously emotionally disturbed, health impaired.

Ages: 16-21.

PROJECT STAFF:

Administration: John Gus Bjorklund, PI; Vern Schultz, CO

Contact Person: John Gus Bjorklund, (612) 298-5955

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
6	6.00	Teacher/Instruct. Staff for Children

SERVICE AREAS: Inner city, major city; 23 school districts, 3 counties, 32 schools/service facilities.

SERVICE SITE: Special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	____	____
Direct Instruct./Train. with Client:	X	____	____
Direct Therapy with Client:	X	____	____
Ongoing Eval. of Client Progress:	X	____	____
Family Training/Counseling/Therapy:	X	____	____

Other services provided directly by project staff: Work experience, vocational evaluation, counseling, job placement and follow-up.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Community liaison workers get referrals from the student accounting offices and from various schools and agencies. They then recruit these students by making home visits, etc. They also perform initial screening establishing eligibility for special education.

Initial Diagnosis/In-Depth Assessment: Social: gathering of background information, including data from agencies, treatment programs, etc.; Academic: Test of Adult Basic Education, Stanford Achievement, Woodcock, various competency based tests. Mental: school psychologist is available for individual mental ability testing. Vocational: students are referred to project Explore within same building for hands-on vocational evaluations.

Ongoing Evaluation/Monitoring Progress: IEPs are reviewed every 12 weeks, with academic and basic skill and vocational assessments continually.

BASIC DESIGN FOR PROGRAM EVALUATION: The project has developed a unique record-keeping system and a vocational pathway program to help evaluate the effectiveness of the project, particularly in the vocational area; pre- and posttesting is used in the academic area.

PROJECT TITLE: New Mexico Demonstration Program for Parents

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: University of New Mexico, (higher education agency), Albuquerque, NM.

PROJECT ABSTRACT: The New Mexico Demonstration Program for Parents aims at the development and demonstration of a model for the meaningful involvement of parents in the education of their children. Specifically, the project provides assistance and resources to parents and to educators in their efforts toward realistic and mutually supportive partnerships. Administered by the University of New Mexico, the project operates as a cooperative venture with the Albuqerque Public School. Three locations, Gallup and Santa Fe, New Mexico, and Mesa, Arizona, serve as satellites to the Albuquerque project site.

The project, with a companion project, is housed at the Parent Involvement Center in the Inez Elementary School in Albuquerque, New Mexico. In its demonstration of new and improved approaches to the education of children, the project aims to increase the awareness, knowledge, and skill which those working with parents and parents themselves bring to the task of working together. Focus is on the development, application, evaluation, refinement, and dissemination of procedures and techniques for involving and training parents of handicapped children.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate, cross-categorical.

Ages: Birth-21.

PROJECT STAFF:

Administration: Dr. Roger Kroth, PI; Paula Parks, CO

Contact Person: Paula Parks, (505) 292-0101

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.25	Administration	1	1.00	Support Staff
1	0.50	Project Assistant			

SERVICE AREAS: Major city, but available to other areas; 1 school district, 1 county, 113 schools/service facilities within the Albuquerque Public Schools.

SERVICE SITES: Regular elementary school, regular secondary school, Parent Center (the project facility).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Family Training/Counseling/Therapy:	X	X	____

Other services provided directly by project staff: Design and conduct of parent programs, program development.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: None.

BASIC DESIGN FOR PROGRAM EVALUATION: The project approaches from four levels: 1) Did the project do what it said it would do, i.e., did the accomplishment satisfy the objectives? The Disciplinary Evaluation Model format is used to analyze and monitor progress at this level. 2) Did it do it well? Requests for service indexes and Consumer Satisfaction ratings are used. 3) Did it make any difference (impact)? Pre- and post-content checks and attitude behavior change measures. 4) Can it be replicated? We are documenting procedures for identifying critical questions for analyses at this level.

PROJECT TITLE: Social Effectiveness Training: Survival Skills For Socially Handicapped Children

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Children's Behavioral Services (publicly funded agency), Reno, NV.

PROJECT ABSTRACT: Social Effectiveness Training (SET) is a model program for teaching social skills to children. Its purpose is to develop a curriculum, teaching strategies, assessment, screening and evaluation procedures, and staff training protocols. SET is being developed at Children's Behavioral Services in Washoe County, Nevada, a state-operated mental health facility. The program is delivered by means of small groups (eight children, ages 6-12 years, and two instructors) that meet twice weekly for approximately 10 weeks (19 sessions).

The program teaches 13 specific social behaviors, and then arranges support for the use of those behaviors in the natural environment. The 13 core behaviors were selected on the basis of consumer input regarding appropriate social skills. In addition, individual problem behaviors are identified for each child. The instructional strategy employed by SET includes: 1) teaching the behavior through role play and behavioral rehearsal; 2) reinforcing and practicing the behavior through incidental teaching of spontaneous occurrences during the training session; and 3) prompting the use of the behavior in the natural environment through the use of homework, telephone checks and parent training.

Each training session includes: a review of homework (assignments which require practice of skills at home); relaxation training; instruction (discrimination training, role playing, and feedback on the day's skills); less structured activities (snack time, games, art projects, etc., designed to create a more natural situation for spontaneous social interaction, specific feedback to children, and practice of skills); and feedback and review (focused on completing a daily report card, or homenote).

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, seriously emotionally disturbed.

Ages: 6-13.

PROJECT STAFF:

Administration: Donald A. Jackson, Ph.D., PI; Nancy Vines, CO

Contact Person: Dr. Donald A. Jackson, (702) 484-4711

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
6	4.50	Teacher/Instruct. Staff for Children and Parents	1	1.00	Support Staff

SERVICE AREA: City; 1 school district, 1 county, 45 schools/service facilities.

SERVICE SITE: Special center (with a school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
Referral to Appropriate Program:	X		X
General Program Development (IEP):	X		
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:			X
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		X

Other services provided directly by project staff: Inservice training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: The Louisville Behavior Checklist (a standardized parent - report checklist). The Consumer Satisfaction Scale (a 25-item, satisfaction rating).

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Evaluation Procedures: SET is evaluated with both process and outcome measures. Outcome measures include pre-post use of the Louisville Behavior Checklist (a standardized parent-report behavior checklist), the Consumer Satisfaction Scale (a 25-item, satisfaction rating), and pre- and post-videotaped vignettes designed to provide opportunities for the use of the 13 core skills. Process measures include a phone call interview which occurs 19 times during the 10 weeks, daily in-group checkouts of the skills taught, and a daily homenote which includes SET instructor ratings and parent ratings for the skills and target behaviors. Additionally, three single subject multiple baseline studies are being conducted to determine the effects of training.

BASIC DESIGN FOR PROGRAM EVALUATION: Process and outcome measures (see above).

PROJECT TITLE: Learning Opportunities Center for Special Needs Community College Students

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Kingsborough Community College (higher education agency), Brooklyn, NY.

PROJECT ABSTRACT: The major goals of this program for special needs community college students are to enable the learning disabled and emotionally disturbed target population both to achieve their academic potentials and to develop the skills and strengths needed for independent adult functioning. To achieve these goals, a multifaceted, holistic effort that addresses both the cognitive and affective individual needs of these students and the demands of their environment -- college, familiar and peer -- is needed.

To reverse the learning and emotionally disturbed college student's sense of hopelessness and helplessness, teaching strategies address the individual student's needs and learning styles, deficits and abilities. The Learning Opportunities Center provides support and makes interventions through direct classroom teaching, tutoring, the development of by-pass techniques and coping strategies, a career development course, counseling, and environmental manipulation. In addition, the Center provides a parent/child counseling component that both addresses problems of separation and individuation and helps both students and their families establish realistic student expectations.

Further, to make the program both cost effective and related to the mainstreaming activities of the college, a credit bearing peer-tutor training program has been developed through the Behavioral Sciences Department. In addition, video tapes and printed materials are being developed that are used for both project student training and faculty orientation.

Replication procedures have been initiated through existing channels of the 18 colleges of the City University of New York, as well as through the Learning Opportunities Center conferences, a newsletter and project brochure.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, specific learning disabilities, seriously emotionally disturbed.

Ages: 8-21.

PROJECT STAFF:

Administration: Irwin Rosenthal, Ph.D., PI, CO

Contact Person: Irwin Rosenthal, (212) 934-5270

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	1.00	Counselor
8	3.00	Teacher Aide/Intern/Assistant			

SERVICE AREAS: Inner city, major city, suburban; 5 counties.

SERVICE SITES: Special higher education school, community college.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	X
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Faculty orientation/training, career development.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Behavioral checklist/questionnaire to faculty and students; college-wide basic skills assessment; review of student records (public high school, psychological reports, health records, etc.).

Initial Diagnosis/In-Depth Assessment: Woodcock-Johnson Psychoeducational Assessment; Bender - Gestalt; writing sample; clinical interview.

Ongoing Evaluation/Monitoring Progress: 1) student - tutor - learning specialist, weekly evaluation of progress; 2) mid-semester student self-assessment four times a year; tutor/learning specialist, mid-semester student evaluations (four times a quarter); semiannual review of progress.

BASIC DESIGN FOR PROGRAM EVALUATION: T-test analysis of pre/post treatment scores on: 1) Woodcock - Johnson; 2) writing sample; 3) Cuny Basic Skills and Math placement tests; 4) Rotter's Locus of Control Scale; 5) Brown - Holtzman Survey of Study Habits and Attitudes.

PROJECT TITLE: Life Adjustment and Employment Preparation for Special Students

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Board of Cooperative Educational Services of Wassau County (local education agency), Westbury, NY.

PROJECT ABSTRACT: This community-based program has four components through which to prepare students for roles in society commensurate with their potential, as they relate to independent living in the community. The individuals placed in the Life Skill Practicum component are seen as the most severely physically and mentally handicapped. The aim of this component is to increase the individual's activities of daily living, to teach social skills, to teach basic attitudes toward work and to increase the ability to get along with others. The students in the Work Practicum component, while not physically handicapped, do have some difficulties in the affective domain. These students have the ability to function eventually independently within a work environment. Some specific work skills are taught, but the major focus is the "mental health" of the student. The student is taught the behaviors necessary to get along with others in a work setting. In the Alternative Program component, students are introduced to a variety of occupational skills in a series of three-week experiences in different course areas. These students are able to function independently in a work setting; they are older than the students in the Work Practicum and have less difficulty in the affective domain. The students in the Supervised Industry-Based Employment component are out of school and have been referred from OVR, handicapped organizations or from the two previous components. These students are placed in supervised jobs with local industry. They are given follow-up support and counseling until they can successfully maintain a permanent position within a chosen career.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, specific learning disabilities, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, deaf-blind, seriously emotionally disturbed, orthopedically impaired, other health impaired, multiple handicapped.

Ages: 15-21+.

PROJECT STAFF:

Administration: Aaron Schaeffer, PI; Matthew Levy, CO

Contact Person: Aaron Schaeffer, (516) 997-8700

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	3.00	Teacher/Instruct. Staff for Children	1	1.00	Counselor
1	1.00	Teacher Aide/Intern/Assistant			

SERVICE AREA: Suburban; 12 school districts, 12 counties, 4 schools/service facilities.

SERVICE SITES: Regular vocational school, special secondary school, special vocational school, special center (non-school), industry site.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		X
Direct Therapy with Client:	X		X
Ongoing Eval. of Client Progress:	X		

Other services provided directly by project staff: On-the-job training supervision.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: 1) Referral from 56 local school districts and agencies; 2) intake conference including person who made referral, building principal, counselor, teacher; 3) interview with student.

Initial Diagnosis/In-Depth Assessment: 1) Administrator diagnostic/assessment instruments - Miller Behavior Check List, Affective Inventory, Wide Range Achievement Test; 2) occupational skills - COATS Living Skills and Job Matching, Thing To Do Inventory, Holland Vocational Preference Inventory, Mind Tool & Singer evaluations; 3) home district/agency psychological reports.

Ongoing Evaluation/Monitoring Progress: 1) Development of an Individual Education Plan (IEP) for each student (annually); 2) employability profiles developed and skills assessment performed (annually); 3) development of Career Support Plan for occupational education (annually); 4) quarterly, semiannual and annual evaluation reports prepared for students; 5) job evaluation reports prepared by employers and on-site instructors (bimonthly).

BASIC DESIGN FOR PROGRAM EVALUATION: Students will be pretested upon entering the program with the instruments listed below. To measure their progress, they will be retested with the same instruments semiannually and when they leave the program. The test instruments are the California Psychological Inventory, Piers-Harris Self-Concept Scale, Tennessee Self-Concept Scale, AAMD Adaptive Behavior Scale and the Career Maturity Inventory-Attitude Scale. In addition, several assessment instruments developed in-house will be administered in the same pre/post test design.

PROJECT TITLE: **Project DATA: Demonstration of the Analysis of Transitional Activities**

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Nisonger Center for Mental Retardation and Developmental Disabilities (publicly funded agency), Columbus, OH.

PROJECT ABSTRACT: Project DATA focuses on the development of an educational model for severely and profoundly retarded students that will promote the generalization of adaptive behavior across different environments. Generalization of appropriate behavior across stimuli, responses, people, language cues, and over time, enables students to make successful transitions to a variety of community residential, school and vocational settings. The model focuses on: 1) development of learning environments that promote generalization; 2) analysis and evaluation of staff routine; 3) curriculum development; 4) family involvement in the educational process; and 5) planning and evaluation of student transitions. The underlying principle unifying the five components is that generalized behavior is a function of instructional ecology in terms of teaching environment, curriculum content and teaching strategies.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-22.

PROJECT STAFF:

Administration: Vance W. Cotter, Ph.D., PI; Linda Paul, Ph.D., CO

Contact Person: Vance W. Cotter, (614) 422-9670

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	1.50	Teacher/Instruct. Staff for Staff	1	0.50	Occupational Therapist
1	1.00	Teacher/Instruct. Staff for Parents	1	0.50	Support Staff
1	0.50	Media Specialist	3	1.50	Data Clerk

SERVICE AREAS: Inner city, major city, suburban; 7 school districts, 1 county, 4 schools/service facilities.

SERVICE SITES: Special elementary school, special secondary school, residential facility (group home), clients' residences (private homes), workshops.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:			X
General Program Development (IEP):	X	X	X
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:	X	X	X
Ongoing Eval. of Client Progress:	X	X	X
Family Training/Counseling/Therapy:	X	X	X

Other services provided directly by project staff: Prevocational training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: 1) classroom observation of Antecedents - Behavior - Consequence is done twice a week; 2) generalization evaluation of IEP s - biannually (projected).

BASIC DESIGN FOR PROGRAM EVALUATION: 1) monitoring of timeline and objectives; 2) observational data collection; 3) consumer satisfaction; 4) product evaluation.

PROJECT TITLE: Mainstreaming Program for Secondary Students with Learning and Behavior Problems

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Delaware County Intermediate Unit (local education agency), Media, PA.

PROJECT ABSTRACT: This project implements a comprehensive program to serve adolescent students with learning and behavior problems in district schools served by the Delaware County Intermediate Unit. The goals of the program are to develop a prototype for serving this population in the educational mainstream, to generate data on the efficacy of the prototype, to develop a replication strategy of the prototype within Delaware County, and to disseminate all elements of the prototype locally, statewide and nationally.

The project is based on a direct and indirect service model, similar to the Pittsburgh Child Service Demonstration Center that has been successfully serving secondary students with learning disabilities for the past three years. Students identified as having learning and behavior problems will be served in a resource room, called a Learning Center, for one, or no more than two, teaching periods a day. Deficit skill remediation is the focus of the Learning Center. The program also calls for a second special educator, a Liaison Teacher, whose sole responsiblity is to offer indirect services to students with learning and behavior problems by working directly with mainstream, content area teachers. These services are offered through one-to-one consultation and small group, school based workshops.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, specific learning disabilities, seriously emotionally disturbed.

Ages: 11-20.

PROJECT STAFF:

Administration: Harry J. Jamison, Jr., Ph.D., PI; Margaret J. Adelman, PI, CO

Contact Person: Margaret J. Adelman, (215) 565-4880

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Staff	1	1.00	Support Staff

SERVICE AREAS: City, suburban; 15 school districts, 1 county, 9 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:		X	
Referral to Appropriate Program:		X	
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:	X		
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:			X

Other services provided directly by project staff: Inservice to regular educators.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: School records; WRAT.

Initial Diagnosis/In-Depth Assessment: Informal, Woodcock, WRAT, PIAT.

Ongoing Evaluation/Monitoring Progress: Criterion-referenced informal.

BASIC DESIGN FOR PROGRAM EVALUATION: Formative and summative evaluations are being and will be conducted.
Formative: Frequency counts pertaining to objectives of both indirect and direct services.
Summative: Student Outcomes: Pre/posttesting, student achievement, comparison vs. expectancy absent intervention, observations, interviews.
Mainstream Teacher Outcomes: Interviews, observations, interaction counts, rate and appropriateness of referrals, modifications of teaching practices, curricula, classroom.
Third-party evaluation will be conducted if deemed appropriate by Advisory Board.

PROJECT TITLE: Model Behavior Shaping Resource Unit

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: School District of Philadelphia (local education agency), Philadelphia, PA.

PROJECT ABSTRACT: The Model Behavior Shaping Resource Unit (BSRU) is a resource room program with a behavior shaping focus developed for the TMR and SPI pupil. It will be housed in one school having a number of TMR and SPI classes. A coordinator, two teachers and four instructional aides comprise the staff and will offer an array of services to pupils, their parents and their teachers. Services to pupils will include behavior shaping in the Model BSRU classroom and the development of strategies to maintain and extend learning in other environments. BSRU staff will provide diagnostic/prescriptive support to TMR and SPI programs. The staff will train teachers, paraprofessionals and parents in applied behavior analysis skills at one school and serve as a demonstration center for TMR and SPI teachers at other schools.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded.

Ages: 8-21.

PROJECT STAFF:

Administration: Dr. John Abbott, Activity Manager; John Murphy, CO

Contact Person: Dr. John Abbott, (215) 299-7431

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children, Staff, and Parents
4	4.00	Teacher Aide/Intern/Assistant

SERVICE AREA: Inner city; 1 school district, 1 county, 4 school/service facilities.

SERVICE SITE: Special elementary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:	X	X	X
General Program Development (IEP):	X	X	X

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:			X
Ongoing Eval. of Client Progress:	X	X	X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Collect data on behavior.

Ongoing Evaluation/Monitoring Progress: Data collected daily via teacher-made forms.

BASIC DESIGN FOR PROGRAM EVALUATION: Pupils will be followed throughout the project. Their IEPs will be reviewed, teachers and parents will be interviewed, and placement ascertained. If, after three years, pupils maintain levels of responding equivalent to those at the end of the intervention, then the BSQU will be considered successful.

PROJECT TITLE: **Project SEED: A Structured Environment for the Emotionally Disturbed**

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Dallas Independent School District (publicly funded agency), Dallas, TX.

PROJECT ABSTRACT: The Structured Environment for Emotionally Disturbed Students Program is establishing a model program designed to provide services to severely emotionally disturbed children ages 3-21. The program incorporates a number of service features, including structured environments, counseling intervention, programming continuity, parent involvement and re-integration of students in less restrictive environments. Students can gain access to this program through several referral sources: special education teachers, regular classroom teachers, parents, community-based agency personnel, or the students themselves.

The project will organize the instructional ecology for more severely disturbed students through carefully sequenced experiences designed to enable the students to function successfully in other instructional settings in special or regular education. These sequenced experiences are based on carefully identified increments of learning which allow seriously disturbed students to be accommodated in increasingly less restrictive environments. The components of the structured environment will include behavioral management strategies, curriculum interventions, parent involvement, and group and individual counseling support.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe, seriously emotionally disturbed.

Ages: 6-21.

PROJECT STAFF:

Administration: Dr. Ruby Morris, PI; Steve Morriss, CO; Jerry Himes, CO

Contact Person: Steve Morriss, (214) 368-1105

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
7	7.00	Teacher/Instruct. Staff for Children	6	4.00	Psychologist
1	1.00	Teacher/Instruct. Staff for Parents	7	7.00	Teacher Aide/ Intern/Assistant

SERVICE AREAS: Inner city, major city, city; 1 school district, 1 county, 186 schools/service facilities.

SERVICE SITES: Regular elementary school, regular higher education school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
Referral to Appropriate Program:	X		X
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:	X		X
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Frequency of disruptive behavior, frequency of earned breaks, frequency of attendance, frequency of socially appropriate statements, frequency of time-out, frequency of positive consequences in breakroom, movement between levels, academic achievement (WRAT) (pre/post), PIAT, WISC, Bender, Pearce-Harris Self-Concept (pre/post).

BASIC DESIGN FOR PROGRAM EVALUATION: Same as above.

PROJECT TITLE: Project KEYE: Klein Evaluates Youth Effectively

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Klein Independent School District (local education agency), Spring, TX.

PROJECT ABSTRACT: The overall goal of Project KEYE is to develop the prevocational and vocational abilities of secondary handicapped students. The program is designed to assist school personnel in developing relevant individual educational programs for mildly, moderately and severely handicapped students, based upon prevocational and vocational assessment data. By serving as a link between assessment and program planning, the project is providing a critical educational service which will lead to increased employability of the special needs population being served.

An Evaluation and Guidance Center is established as the nucleus of appraisal services which are conducted not only in the simulated work atmosphere of the center, but in special education classrooms as well. Project KEYE has developed an array of prevocational assessment devices as well as a test data delivery system for effective utilization of individual appraisal results in a public school setting.

The project also views its extensive efforts in teacher training and curriculum development as necessary to the linkage process. Inservice programs train school personnel in effective methods of establishing school programs for the handicapped in the areas of self-help, survival skills, prevocational and vocational competencies, counseling and guidance. The project also provides job placement services for handicapped students and parent training programs as well as community awareness endeavors.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, specific learning disabilities, mentally retarded, hard of hearing, speech impaired, visually handicapped, blind, seriously emotionally disturbed, orthopedically impaired, health impaired, multiple handicapped, cross-categorical.

Ages: 13-21.

PROJECT STAFF:

Administration: Grace England, PI, CO

Contact Person: Grace England, (713) 376-4180

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Staff	1	0.50	Services Coordinator
1	1.00	Teacher Aide/Intern/Assistant	1	1.00	Support Staff
1	1.00	Job Placement	1	1.00	Counselor
1	1.00	Vocational Evaluator			

SERVICE AREA: Suburban; 4 school districts, 1 county, 6 schools/service facilities.

SERVICE SITES: Regular secondary school, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:	X	X	
General Program Development (IEP):		X	
Instruction/Therapy Plan Dev. (IIP):			X
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:			X
Ongoing Eval. of Client Progress:		X	
Family Training/Counseling/Therapy:	X	X	

Other services provided directly by project staff: Vocational evaluation, curriculum development, job placement services, evaluation instrument development.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Prevocational Assessments: Student Occupational Interests Survey; Learning Styles Survey; Vocational Planning Guide; Worker Adjustments Survey.

Initial Diagnosis/In-Depth Assessment: McCarron Dial Work Evaluation System; General Aptitude Test Battery; Jewish Employment and Vocational Service (JEVS); Picture Interest Exploration Survey; Wide Range Interest-Opinion Test; Minnesota Importance Questionnaire.

Ongoing Evaluation/Monitoring Progress: Behavioral Characteristics Progression - three month intervals; Worker Adjustment Survey - twice yearly and as prevocational assessment; Student Occupational Interest Survey - twice yearly and as prevocational assessment; Vocational Planning Guide - twice yearly and as prevocational assessment.

BASIC DESIGN FOR PROGRAM EVALUATION: Inservice Evaluation and Workshop Evaluation. Evaluate curriculum component: 1) Worker Adjustment Survey; 2) Piers-Harris Self Concept Test; Analysis of IEPs.

PROJECT TITLE: The Interpreter Tutor Model

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Issaquah School District (local education agency), Seattle, WA.

PROJECT ABSTRACT: The Interpreter Tutor project is designed to implement the "least restrictive environment" requirements of PL 94-142. The project provides interpreter tutors (trained aides) to classroom teachers who have mildly handicapped children in their classes. The project is an adaptation of an instructional support system that has been effective in providing support to hearing impaired children in regular classrooms in other parts of the country. The interpreter tutors (ITs) modify or interpret materials and provide supplemental instruction to mildly handicapped children in the regular classroom. The ITs also serve as liaisons between the classroom and resource teachers.

Currently, the Interpreter Tutor Project serves 45 fourth, fifth and sixth grade children in five elementary schools in a suburban school district. Tentative plans are being made to provide services to junior high students in 1980-81.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, specific learning disabilities, mentally retarded, orthopedically impaired, cross-categorical.

Ages: 6-12.

PROJECT STAFF:

Administration: Dr. James Q. Affleck, PI; Dr. Sheila Lowenbraun, PI; Margaret Marshall, CO; Peter Leone, Field Coordinator

Contact Person: Margaret Marshall, (206) 392-7571

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated

No.	FTE	Position/Title
7	5.50	Teacher Aide/Intern/Assistant

SERVICE AREAS: Suburban, rural; 1 school district, 1 county, 5 schools/service facilities.

SERVICE SITE: Regular elementary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	____	____	X

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
General Program Development (IEP):	____	____	X
Instruction/Therapy Plan Dev. (IIP):	X	____	____
Direct Instruct./Train. with Client:	X	____	____
Ongoing Eval. of Client Progress:	____	____	X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Interpreter Tutors monitor child progress weekly on teacher-made tests and quizzes. Information on child progress provided to classroom and resource teachers.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Standard tests - WRAT, CAT, pre-post comparison groups of children not served; 2) Teacher-made tests - time series design -scores standardized, comparisons to other classrooms.

PROJECT TITLE: Rural Service Delivery Model for School-Aged Handicapped Children

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Northwest Arctic School District (local education agency), Anchorage, AK.

PROJECT ABSTRACT: The purpose of the project is to establish a service delivery model which can be implemented by rural school districts to provide the best service to school-aged handicapped. The major goals of the project are twofold: 1) to develop individualized data based classrooms and 2) to supply the training needs identified by the staff. A large component of the model is the use of consultants, who are not available through the school district, to assess students, as well as to train the staff and parents. Other goals include coordinating services and disseminating information.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, specific learning disabilities, mentally retarded, hard of hearing, speech impaired, orthopedically impaired, multiple handicapped.

Ages: 3-17.

PROJECT STAFF:

Administration: Roy Anderson, PI; Marilyn Stack, CO

Contact Person: Roy Anderson, (907) 349-2547

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.03	Physical Therapist	1	0.25	Support Staff
1	0.03	Psychologist	1	0.03	Deaf Educator

SERVICE AREA: Rural; 1 school district, 1 county, 1 school/service facility.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, clients' residences (private homes).

SERVICES FOR YOUTH/CHILDREN: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:			X
General Program Development (IEP):		X	

SERVICES TO CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:	X	X	X
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Page 1 of referral form, completed by the referrer, includes demographic information, referral reasons, methods, strategies and interventions used to correct the problem, and a listing of strengths. Page 2, completed by the Child Study Team, includes areas/procedures for evaluation and parent consent to begin evaluation.

Initial Diagnosis/In-Depth Assessment: 1) PIAT, 2) Key Math, 3) Callier-Azuza, 4) UPAS. (0-6), 5) Distar placement tests, 6) SRA, 7) AAMD, 8) Vineland.

Ongoing Evaluation/Monitoring Progress: The above assessments are completed at different frequencies depending on the tool itself. Distar, for example, is an ongoing assessment. Most are done twice a year and the behavioral scale once every three years as part of a reevaluation, or more frequently if stated by the CST.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Evaluation form; 2) feedback from the teachers, aides, administrators, parents involved.

PROJECT TITLE: Career Education Through Action Learning

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Focus on Children, Inc. (private, non-profit agency), Jonesboro, AR.

PROJECT ABSTRACT: Career Education Through Action Learning (CEAL) is a model program for learning disabled secondary students. Located at Nettleton High School in Jonesboro, Arkansas, the CEAL Program offers an alternative approach to providing appropriate services to adolescents. Program components include: 1) Individualized instruction in English and Mathematics; 2) career awareness and exploration; and 3) on-campus, paid employment experience.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild, specific learning disabilities, mentally retarded, cross-categorical.

Ages: 14-18.

PROJECT STAFF:

Administration: Barbara L. Semrau, PI; Toby K. Hurtado, CO

Contact Person: Barbara L. Semrau, (501) 935-2750

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	0.50	Support Staff

SERVICE AREAS: Small town, rural; 1 school district, 1 county, 1 school/service facility.

SERVICE SITES: Regular secondary school, FOCUS CEAL.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
General Program Development (IEP):	X		
Direct Instruct./Train. with Client:	X		
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		X

Other services provided directly by project staff: On-campus work program.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: School records; SRA Achievement Tests; teacher/counselor referrals.

Initial Diagnosis/In-Depth Assessment: Woodcock Reading Mastery Test; Key Math; TABE.

Ongoing Evaluation/Monitoring Progress: Individually Prescribed Instructional System (PACE), daily; TABE; instructional objectives, as completed.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Student change data on achievement tests; 2) student change data on daily skills; 3) records of disciplinary actions, absences, tardiness; and 4) parent, student, principal, and counselor reports on behavior and attitude change.

PROJECT TITLE: Handicapped Education for Life Project

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Industry Education Council of California (private, non-profit agency), Burlingame, CA.

PROJECT ABSTRACT: The Handicapped Education for Life Project was initiated to help the Antioch and Pittsburg Unified School District in their efforts to provide realistic career-oriented educational experiences to handicapped students. The project assists those districts with the following parts of the planning process: 1) assessing desirable outcomes, i.e., the thoughts and feelings of students, parents, teachers, employers and others regarding what they desire to be the results of a career education program; 2) assessing current status; 3) establishing program goals, i.e., defining educational outcomes toward which the total project will be directed; 4) developing objectives; 5) staff development, i.e., planning and implementing program design to give staff necessary additional skills; 6) select strategies; and 7) conducting evaluations. The project provides coordination and assistance with business and industry in the development of career education programs for the handicapped.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to profound, specific learning disabilities, mentally retarded, hard of hearing, deaf, speech impaired, visually impaired, deaf-blind, orthopedically impaired, multiple handicapped.

Ages: 13-22+.

PROJECT STAFF:

Administration: Frank J. Marfin, Administrator; Dr. William F. Banaghan, PD; Mary Mareen, Resource Coordinator

Contact Person: Frank J. Marfin, (415) 439-8999

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
1	0.50	Support Staff

SERVICE AREAS: City, suburban, small town, rural; 3 school districts, 1 county, 13 schools/service facilities.

SERVICE SITES: Regular secondary school, regular higher education school, special higher education school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	____	X
Referral to Appropriate Program:	____	____	X

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:	X		X
Ongoing Eval. of Client Progress:	X		X

Other services provided directly project staff: Seminars, consultations, teacher's aides, demonstrating computer systems.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None. Done by schools.

Initial Diagnosis/In-Depth Assessment: Jointly with schools.

Ongoing Evaluation/Monitoring Progress: Each student will be evaluated three times yearly.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Pre-posttesting: attitudes/ understanding of the world of work; 2) utilization by teachers of community services available; and 3) parent participation.

PROJECT TITLE: Augmentative Communication Model Program

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Loma Linda University Medical Center (higher education agency), Loma Linda, CA.

PROJECT ABSTRACT: The inability to communicate has to be one of the most handicapping of all physical disabilities. The Augmentative Communication Model Program is being developed to improve upon the level of professional expertise and the quality of special education programs for non-vocal severely physically handicapped (NVSPH) students within the counties of San Bernardino and Riverside, in southern California. The model program staff includes three speech-language pathologists, an occupational therapist, and a rehabilitation engineer. Speech and language specialists, occupational therapists, and teachers of NVSPH students, working at schools served by the model program are being provided with inservice training and supervised hands-on experience with a variety of augmentative communication techniques and prostheses. This is facilitating the formation of school-based transdisciplinary teams to continue assessment and intervention with their non-vocal students when the three-year ACMP project is completed.

A unique facet of the ACMP project is that each student is provided with long-term loan of the augmentative communication prostheses which are most appropriate to facilitating communication -- not only in the classroom, but also at home, and in all other communicative environments. Longitudinal research will be conducted to determine whether the model program's students demonstrate more rapid growth in their academic and communicative abilities by using augmentative communication systems than they did during a similar period of time prior to introduction of these techniques and prostheses.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to profound, speech-impaired, orthopedically impaired and multiple handicapped.

Ages: 3-21.

PROJECT STAFF:

Administration: Dr. Melvin S. Cohen, PI, CO

Contact Person: Dr. Melvin S. Cohen, (714) 824-0800

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.25	Occupational Therapist	1	0.35	Administration
2	1.00	Speech/Communication Specialist	1	0.35	Support Staff
1	0.35	Rehabilitation Engineer			

SERVICE AREAS: Major city, city, rural; 3 school districts, 2 counties, 3 schools/service facilities.

SERVICE SITES: Special elementary school, clients' residences.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:			X
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X	X	

Other services directly provided by project staff: California children services, regional centers, classroom teachers, school therapists.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Receptive/Expressive Language Testing (PPVT, TACL, CELI) academic achievement and intelligence tests using school data as available.

Initial Diagnosis/In-Depth Assessment: Occupational therapy and above.

Ongoing Evaluation/Monitoring Progress: Daily task analysis; devices to measure objectively longitudinal progress in the able-bodied student population do not always prove to be reliable or valid with this group of handicapped students.

BASIC DESIGN FOR PROGRAM EVALUATION: Receptive/Expressive Language (test for auditory comprehension of language), Carrow Elicited Language Inventory (modified procedures) spontaneous language samples, academic achievement (as reliable and valid tests are identified/developed).

PROJECT TITLE: **Meaningful Education Now for Citizens with Handicaps**
Project MENCH

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Planned Parenthood/Alameda-San Francisco (private, non-profit), San Francisco, CA.

PROJECT ABSTRACT: The demonstration model encompasses both 1) a direct service curriculum for providing instruction in self-esteem, social skills, and sexual information to moderately and severely retarded adolescents and 2) a training curriculum for preparing two-person (professional/paraprofessional) teams to provide the service curriculum and to train additional teams. The need to assist retarded adolescents in these areas of development is widely acknowledged by both schools and other social service agencies. This model incorporates sexuality into a broader social and attitudinal context, taking into account the whole person.

The model has evolved over a three-year period, including year-long try-out with groups of both moderately and severely retarded adolescents, two thirds of whom were multihandicapped. The success of the model is indicated through both behavioral and subjective indicators spontaneously emerging, and by the frequency of requests from agencies for the program.

During the first year of the project, the direct service curriculum will be demonstrated with two groups of retarded adolescents, systematically analyzed to permit replication and evaluated. Concurrently, four teams will be trained to implement both the service curriculum and to train new teams. Performance standards will be used to evaluate the success of training.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, mentally retarded.

Ages: 14-20.

PROJECT STAFF:

Administration: Kathy Kowalski, PD; Gloria Blum, CO

Contact Person: Kathy Kowalski, (415) 441-5454

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.50	Teacher Aide/Intern/Assistant	1	0.80	Support Staff

SERVICE AREAS: Inner city, major city; 2 school districts, 2 counties, 2 schools/service facilities.

SERVICE SITES: Special secondary school, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:	X		
Ongoing Eval. of Client Progress:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Recommended by site staff based on criteria presented by project staff. Criteria: between the ages 12-21. considered appropriate by agency staff to receive specific curriculum, possibility of active support from parents/guardian.

Initial Diagnosis/In-Depth Assessment: Intensive behaviorally oriented interviews with teacher(s) and parents of each client/student.

Ongoing Evaluation/Monitoring Progress: 1) An adaptation of EASE (inventory of sexual knowledge) pre-test, post-test at end of first year of curriculum; 2) observation/ assessment of trainees attendance to teaching "principles"; 3) reviews of written curricula from outside authorities; 4) extensive observation of identified behaviors; 5) judgments of frequency of identified behaviors from teachers and parents, pre-post.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Students: data base for each student on identified target behaviors, ratings of frequency of each target behavior by teachers and parents pre-post, modified EASE (sexual information) pre-post; 2) Trainees: behavioral anecdotal record - each training session; 3) Curriculum: ratings and comments from developers and users of similar curricula.

PROJECT TITLE: A Sense Of Pride: A Foxfire Adapted Model for Career Education of the Handicapped

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Ideas (Institutional Development and Economic Affairs Services, Inc.) (private non-profit agency), Nederland, CO.

PROJECT ABSTRACT: This project addresses the need for innovative approaches to career education for handicapped students through an adaptation of the Foxfire Learning Concept. The adapted Foxfire model involves handicapped high school students in community research, interviewing, writing, publishing, and marketing their own magazine. Students enroll in courses devoted primarily to the production of their magazine and receive academic credits. Students photograph and conduct interviews with working handicapped adults who have made successful career and lifestyle adjustments in a wide range of career fields. Students return to the classroom, develop their photographs, transcribe the taped interviews, write Career Awareness Profiles of handicapped adults, arrange the layout, have the magazine printed, and then market it throughout the country. In addition to describing the essential characateristics of handicapped adults' occupations, these student-researched and written profiles will also document the barriers and difficulties the interviewees had to overcome to secure their current positions. Other student-written articles will result from interviews with employers in various career areas and advocates of civil rights for the handicapped. Students will broaden their own career horizons and develop cognitive and affective skills useful in future employment. Handicapped students throughout the country will benefit from the dissemination of career-oriented magazines providing positive and constructive models of successfully employed handicapped adults. The magazine will also provide a valuable resource for parents, counselors, and employers concerned with employment opportunities for the handicapped.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate, specific learning disabilities, mentally retarded, hard of hearing, deaf, speech impaired, blind, deaf-blind (mostly LDs, EDs, physically disabled).

Ages: 13-18.

PROJECT STAFF:

Administration: Brian Beun, PI; Bataan Faigao, CO; Robert Palmateer

Contact Person: Brian Beun, (303) 443-8789

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	1.50	Teacher/Instruct. Staff for Children	1	0.10	Administration

Other services provided as needed by Special Services Staff.

SERVICE AREAS: Inner city, small town, rural; 3 school districts, 3 counties, 4 schools/service facilities/site.

SERVICE SITE: Special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	____	____	X
General Program Development (IEP):	____	____	X
Instruction/Therapy Plan Dev. (IIP):	____	____	X
Direct Instruct./Train. with Client:	____	X	____
Direct Therapy with Client:	____	____	X
Ongoing Eval. of Client Progress:	X	____	____
Family Training/Counseling/Therapy:	____	____	X

Other services provided directly by project staff: Specific intervention strategies, community-based education, experimental learning.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: School districts' assessment procedures/diagnostic tests: vary with each district (see also below).

Initial Diagnosis/In-Depth Assessment: Same as above.

Ongoing Evaluation/Monitoring Progress: Baseline and quarterly: Basic skills: WRAT; WISC-R; Informal Reading Inventory; SCAT; Key Math; TOWL; Informal Oral Communications Assessment; Affective/Behavioral: Arlin Hills Attitude Surveys; Personal Orientation Inventory; Rotter's Generalized Expectation for Internal vs. External Control of Reinforcement; attitudes toward school K-12; Coopersmith Inventory, teacher observations; Occupationally related skills: Key to skills; homemade competency checklist, structured interview.

BASIC DESIGN FOR PROGRAM EVALUATION: Use of comparison group; baseline and quarterly assessments of child progress related to project objectives (see previous question); process evaluation on operational objectives; (for instruments, see previous question).

PROJECT TITLE: **Model Demonstration Program**
Laboratory Science and Art for Handicapped

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: The American University (higher education agency), Washington, D.C.

PROJECT ABSTRACT: The program is a three-year model demonstration program which systematically develops in three comprehensive, integrated phases:
Year 1: Consolidation, Standardization, Demonstration. During this present phase the project is consolidating and standardizing all procedures, adapted materials, and training components developed over the prior six year period, within the context of a model demonstration program at the Mann School in Washington, D.C.
Year 2: Replication and Extension. This phase is designed to demonstrate the replicability of the program and extend the variability of individual differences of the population of handicapped children. Phase II will stress evaluation of problems and will focus on necessary antecedent activities at the national level in anticipation of the establishment of national replication sites. Although year 1 is not yet over, the program has already moved into some aspects of this phase, namely, inservice training of out-of-state students.
Year 3: National Demonstration, Diffusion, and Adoption. This phase will involve the broadening of the national demonstration and dissemination sites to additional locations throughout the nation. The sites will be selected to demonstrate the widest possible variability in diffusion-adoption models. Hence, the project anticipates working with State Department personnel and college/university faculty in science education in local school districts. These sites will demonstrate the feasibility of the model program through direct services to a wide variety of elementary school-age handicapped pupils in the mainstream.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, specific learning disabilities, mentally retarded, hard of hearing, deaf, visually handicapped, and blind.

Ages: 4-11.

PROJECT STAFF:

Administration: Dr. Doris E. Hadary, PI; Dr. Daniel Dobey, CO;
R. Fazio, Demonstration Teacher

Contact Person: Dr. Doris E. Hadary, (202) 686-2332

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	0.60	Support Staff
1	1.00	Administration			

SERVICE AREAS: Inner city, major city, suburban; 5 school districts, 5 counties, 1 school/service facility.

SERVICE SITES: Regular elementary school, regular higher education school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	X	____	____
Instruction/Therapy Plan Dev. (IIP):	X	____	____

Other services directly provided by project staff: Science curriculum design, art curriculum design-preservice, teacher training inservice.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Screened by school system.

Initial Diagnosis/In-Depth Assessment: Conducted by school system.

Ongoing Evaluation/Monitoring Progress: Daily assessment.

BASIC DESIGN FOR PROGRAM EVALUATION: Student observations--behavioral; TV taping; cognitive testing.

PROJECT TITLE: School Mental Health Cooperative for Seriously Emotionally Disturbed

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Dade County Public Schools South Area Office (local education agency), Miami, FL.

PROJECT ABSTRACT: This program focuses on the multiple needs of seriously emotionally handicapped elementary age students, their teachers and parents, through the development and implementation of a full service model. In a contractual cooperative agreement with Community Mental Health of South Dade (CHI), the school system is establishing a comprehensive delivery system for educational and mental health services.

Major components of this model are 1) comprehensive educational, psychological and behavioral evaluation and diagnosis; 2) development, implementation and monitoring of individually prescribed educational and mental health treatment plans; 3) teacher training and inservice; 4) prevention of mental health problems among young children; 5)intensive individual/group therapy; 6) family therapy and outreach services to families of identified population; and 7) coordinated cooperative tracking system between school system, mental health agencies and courts for program entry, treatment and follow-up.

Services for emotionally handicapped students have been reorganized into clusters housed in four regular elementary schools. A Diagnostic and Treatment Center has been established in the project school with a Diagnostic and Demonstration/Engineered Classroom. The Demonstration/Engineered classroom serves the most seriously involved emotionally handicapped students from cluster schools. Intensive follow-up by school psychologist, educational diagnostician, elementary counselor and mental health therapists is offered. Therapists also provide consultation and direct services to teachers, families and children. Inservice training includes formal workshops and small group demonstration. Expansion into other areas of Dade County is planned for next year.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, seriously emotionally disturbed.

Ages: 5-12.

PROJECT STAFF:

Administration: Dr. W.G. Marshall, PI; Dr. Arline Loewenstein, CO

Contact Person: Dr. Arline Loewenstein, (305) 255-1215

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
6	2.50	Mental Health	1	1.00	Support Staff

SERVICE AREAS: Major city, suburban, rural; 1 school district, 1 county, 43 schools/service facilities.

SERVICE SITES: Regular elementary school, special center (non-school), clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X	X	

Other services provided directly by project staff: Teacher/counselor training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Referral Intake Form; classroom observation - Behavior Rating Scale; psychologist consultation; placement conference.

Initial Diagnosis/In-Depth Assessment: Emotional status: projective testing, House-Tree-Person, Children's Apperception, Rorschach as needed; Behavioral: Conners Behavior Rating Scale, Werry-Quay Behavior Scale, charting and frequency counts, target behaviors; Academic: Woodcock Reading, Key Math, Bender, Brigance, Detroit, VMI, WRAT, etc.

Ongoing Evaluation/Monitoring Progress: Pre-posttesting Conners - three times; pre-posttesting WRAT - three times; monthly follow-up when child leaves diagnostic and treatment center.

BASIC DESIGN FOR PROGRAM EVALUATION: Children: Achievement, Conners Behavioral Rating Scale, Werry-Quay Behavior Scale, sampling of target behaviors in environment; Teachers: pre-post criterion-referenced knowledge test; outside evaluators rate classrooms; site visit; Parents: structured interview outside evaluation; Administrator: response to questionnaire designed by outside evaluators.

PROJECT TITLE: Project Mainstream

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Brockton Public Schools (local education agency), Brockton, MA.

PROJECT ABSTRACT: Project Mainstream is designed to aid regular education teachers of grades 4, 5 and 6 address the individual needs of students who are mainstreamed, and who are experiencing difficulty and may need to be referred for special education services. Project Mainstream pairs a classroom teacher with a special education teacher consultant within the regular classroom. These educators constitute a "team" working to modify curriculum in Language Arts or Social Studies utilizing varied teaching strategies and alternative materials in order to create a more effective learning experience for both special needs and regular students.

Staff development and parental workshops have been planned to address topical areas which will further support the special needs child within the regular program. Additional staff training will include videotape procedures to analyze classroom atmosphere and to enable teachers to structure more cooperative learning environments.

The project also is intended to be a model for reducing special education costs by computerizing educational objectives and developing a system for retrieving teaching strategies and materials for more efficient educational plan projection. The project is currently operative in two schools. In the second year, service will be increased to six schools in which bilingual and economically disadvantaged students with individualized educational plans currently are being served. Replication of project procedures will begin within the Brockton schools among Neighborhood Resource room teachers and eventually continue in communities displaying similar demographic data.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, specific learning disabilities, mentally retarded.

Ages: 9-12.

PROJECT STAFF:

Administration: Janet L. Morrison, CO

Contact Person: Janet L. Morrison, (617) 580-7526

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	3.00	Teacher/Instruct. Staff for Children and Parents	1	1.00	Media Specialist

SERVICE AREAS: Inner city, major city; 1 school district, 2 schools/service facilities.

SERVICE SITES: Regular elementary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	

Other services directly provided by project staff: Teacher inservice, parent training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Students are identified according to State Procedures (PL 766). All school personnel are involved in the identification process.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: None.

BASIC DESIGN FOR PROGRAM EVALUATION: Not yet identified.

PROJECT TITLE: The Intervention By Prescription Project

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: The University of Michigan - Dearborn (higher education agency), Dearborn, MI.

PROJECT ABSTRACT: The IBP project originated in response to expressed needs of diagnostic and teaching personnel who wished to better serve the emotionally troubled student. The objectives of the project are twofold. The first is to provide data regarding the numbers and kinds of children in the school age population who are experiencing significant enough stress to interfere in their learning relationships or behavior. The second is to develop a diagnostic model that will answer where and how the needs of these children might best be met.

Three school districts within Wayne County in southeastern Michigan have been selected to participate in the three-year study. Within these districts the psychologists, social workers and teacher consultants in the nine experimental schools will be involved with the project staff in helping to develop and refine the diagnostic model and in implementing the model with emotionally troubled students at the elementary and junior high school levels. Throughout the first project year selected theory consultants and intervention specialists will be involved in the model development and training of the building based diagnostic teams. The project's second year will be devoted to child service and data gathering, and the third year to state and national dissemination.

In addition, the project has an advisory board composed of key state and local education professionals, representatives from the state associations for emotionally disturbed children and teachers of the emotionally disturbed, and university experts.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, emotionally disturbed.

Ages: 5-14.

PROJECT STAFF:

Administration: Dr. Virginia E. Rezmierski, PI, CO

Contact Person: Dr. Virginia E. Rezmierski, (313) 593-5116

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
9	4.50	Teacher/Instruct. Staff for Children	1	0.50	Support Staff
2	1.00	Administration			

SERVICE AREAS: City, suburban, small town; 3 school districts, 1 county, 9 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:		X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:		X	

Other services provided directly by project staff: Consultation, support services.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Teacher Nomination Scales (Developed by IBP); Hahnemann High Shool and Elementary Behavior Rating Scales (Swift, Spivack).

Initial Diagnosis/In-Depth Assessment: Procedure being developed.

Ongoing Evaluation/Monitoring Progress: Teacher Nomination and Hahnemann Scales-first year, once; second year, twice; third year, once; audio tapes of a sample of diagnostic team meetings, frequency still to be determined; additional procedures still being developed.

BASIC DESIGN FOR PROGRAM EVALUATION: Evaluation of the overall effectiveness of the project model will involve charting the progress of individual children through the project's diagnostic/intervention model. Thus, the evaluation of both model implementation and model effectiveness will be heavily process oriented. Details of the design are being developed as the model itself is being developed.

PROJECT TITLE: Winnebago Behavior Analysis Program

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Winnebago Public Schools (local education agency), Winnebago, NE.

PROJECT ABSTRACT: The major goal is to develop the following program for small, rural school districts which may or may not serve minority students. The program will provide for: 1) integration of handicapped children into the regular classrooms through development of effective teaching programs and systems for monitoring student progress; 2) continuation of school-based programs for handicapped children into the home environment through development of effective family training programs; 3) rapid remediation of academic and social skill deficits in the resource room through development of an efficient instructional, drill, and assessment package; and 4) continual reassessment and analysis of academic and social skill levels of handicapped children through the development of ongoing, criterion-related accountability systems which will be maintained in the resource room, regular classroom, and home environments. The philosophical base is a reliance upon educational programming which produces replicable effects on the behavior of each target individual as measured by observational and tracking systems which are based upon the observable criteria and objectives of the individuals and institutions responsible for each target subject. The services are divided into four components: 1) the curriculum management and resource room component combines a criterion-referenced testing and placement system with an efficient teaching package; 2) the integration component provides peer tutoring and classroom observation-based interventions; 3) the family training component provides group training of tutoring methods and social and self-help skills program development; and 4) the inservice training component provides group training on utilization of the entire program and behavior analysis skills to classroom teachers and aides.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to profound, specific learning disabilities, mentally retarded, seriously emotionally disturbed.

Ages: 5-17.

PROJECT STAFF:

Administration: Dr. Victoria Marquesen, PI; Eric V. Larsson, CO; Dr. John C. Johns

Contact Person: Eric V. Larsson, (402) 878-2224

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Staff	1	1.00	Support Staff
1	1.00	Teacher/Instruct. Staff for Parents	3	2.25	Teacher Aide/ Intern/Assistant

SERVICE AREAS: Small town, rural; 1 school district, 1 county, 3 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, regular higher education school, special elementary school, special secondary school, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:		X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X		X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Individualized Criterion-Referenced Test; Curriculum Management System; Teacher Checklist; Parent Checklist.

Initial Diagnosis/In-Depth Assessment: Individualized Criterion-Referenced Test; Curriculum Management System; Classroom Observation Code; Howe Observation Code.

Ongoing Evaluation/Monitoring Progress: Curriculum Management System; Classroom Observation Code; Home Observation Code.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Pre-posttest (Individual Criterion-Referenced Tests); 2) multiple replications of individual analyses (Observation Codes and curriculum); 3) ongoing tracking of progress (Observation Codes and Curriculum Management System).

PROJECT TITLE: Links in Educating Emotionally Disturbed Children and Youth

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: New York University and Bellevue Medical Center (publicly funded agency and private, non-profit agency), New York, NY.

PROJECT ABSTRACT: Through LINKS, the Learning Disorders Unit provides continuity of educational services to children and youth hospitalized for serious emotional disturbance at New York University-Bellevue Medical Center. Specific elements of the service include: interdisciplinary diagnosis to guide educational planning, trial lessons to identify appropriate methods and materials, replanning to modify teaching plans on the basis of the trial lessons, feedback for transitional planning with parents, and linkage for follow-up, consultation, and teacher training to insure implementation of plans in the schools and treatment centers where the child may go after hospital discharge.

Educational focus is on the language arts and mathematics competencies essential to reintegration in the educational and vocational life of the larger community. The core staff of the Unit, consisting of the Project Director, Coordinator of Educational Services, Coordinator of Diagnostic Services, and Project Secretary, is augmented by trainees in child psychiatry, school psychology, occupational therapy, and education. In the first year of operation we propose to serve 100 children and youth by linking work already done on their behalf in the hospital through follow-up services, consultation, and teacher training.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, emotionally disturbed.

Ages: 5-21.

PROJECT STAFF:

Administration: Rosa A. Hagin, Ph.D., PI; Ronnie Beecher, Ph.D., CO; Henrietta Kreeger, M.A., CO

Contact Person: Rosa A. Hagin, Ph.D., (212) 561-4078 or 561-4079

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.40	Teacher/Instruct. Staff for Children	1	0.40	Occupational Therapist
1	0.50	Psychologist - Intern	1	1.00	Support Staff
1	varies	Psychiatrist (on consultant time)			

SERVICE AREA: Inner city; schools and agencies in the New York Metropolitan area.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, residential facility, psychiatric hospital.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:		X	
Direct Psycho-Therapy with Client:			X
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X	X	X

Other services provided directly by project staff: Multidisciplinary diagnosis, trial lessons, ongoing linkages with post-hospital placements.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: In the interdisciplinary diagnostic examination done with all hospital patients, the LINKS Project uses the following measures for educational planning: Learning Disorders Unit Neuropsychological Series; appropriate levels of: Wechsler Intelligence Scales, Peabody Individual Achievement Test, Woodcock - Johnson Psychoeducational Battery, Key Math; Diagnostic Reading Tests: Survey Section; APL High School Survey; Wide Range Achievement Test.

Ongoing Evaluation/Monitoring Progress: Wide Range Achievement Test; PIAT; Children's Behavior Inventory - each given three and six months after Linkage.

BASIC DESIGN FOR PROGRAM EVALUATION: The heterogeneity and special clinical nature of our sample requires each child to serve as his own control for evaluation. We are, therefore, planning to use historical regression and case studies for program evaluation.

PROJECT TITLE: Transdisciplinary Individualized Developmental Education

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Ferkauf Graduate School, Yeshiva University (higher education agency), Bronx, NY.

PROJECT ABSTRACT: Project TIDE (Transdisciplinary Individualized Developmental Education), a project of the School of Psychology, Ferkauf Graduate School, Yeshiva University, relates to an already established public school program for about 70 multiply handicapped severely/profoundly retarded children and youngsters in The Bronx, New York. The program, called the Waters Place School, was founded in 1977 and remains the only program maintained by the New York City Board of Education primarily for severely/profoundly retarded students. New York State contributes the program location (the Bronx Developmental Center) and some of its clinical services. Some of the services are provided through indirect relationships between the program and Albert Einstein College of Medicine of Yeshiva University and the University Affiliated Facilities at Einstein.

Project TIDE provides no direct services to Waters Place students. Rather, it seeks to ensure the development and implementation of a program that is explicitly educational and designed to draw upon the total of various clinical disciplines as well as education. In this regard, project staff survey, select from, modify and organize appropriate curriculum and educational methodology and then orient Waters Place School staff to the utilization of subject material through inservice training and other similar means. Further, the project has developed an organizational model designed to permit the best possible flow of information from pertinent disciplines to educational programming for Waters Place students. Finally, the project seeks to encourage the public school system to utilize available resources from other agencies, provided that such utilization is cost-efficient and ensured through appropriate agreements.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 5-21.

PROJECT STAFF:

Administration: Dr. Martin B. Miller, PI; Dr. Mark Alter, CO

Contact Person: Dr. Martin B. Miller, (212) 430-0479

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	0.50	Curriculum Specialist	1	0.50	Support Staff

SERVICE AREA: Major city; 1 school district, 1 county, 1 school/service facility.

SERVICE SITES: Special elementary school, special secondary school, Bronx Developmental Center.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:			X
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):		X	X
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:			X
Ongoing Eval. of Client Progress:		X	X
Family Training/Counseling/Therapy:			X

Other services provided directly by project staff: Services to program staff.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None (see abstract).

Initial Diagnosis/In-Depth Assessment: None (see abstract).

Ongoing Evaluation/Monitoring Progress: Indirect assessment of children with Social Interaction Inventory (SII), which is used by teachers to observe and record variabilities in child behavior when interacting with people, situations and objects across a school day. Also, qualitative assessment of teachers' implementation of TIDE system.

BASIC DESIGN FOR PROGRAM EVALUATION: Thus far, the evaluation has been limited to inventory teachers' apparent sensitivity to variability in their students' behavior in SII protocol. Further, the teacher's understanding and utilization of TIDES' version of student Individualized Educational Plans.

PROJECT TITLE: School-Aged Services Project

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Children's Hospital Medical Center of Akron (private, non-profit agency), Akron, OH.

PROJECT ABSTRACT: The School-Aged Services Project is directed toward the facilitation of exemplary program models for the education of severely handicapped learners. This effort involves the development of public school based programs which: 1) provide for systematic, longitudinal interactions between severely handicapped learners and their nonhandicapped age peers; 2) include parents as integral members of the educational decision-making team; 3) facilitate student access to needed generic services; and 4) engage in long-range planning activities.

Project goals will be accomplished through a variety of systematic change strategies, including: 1) provision of longitudinal inservice training opportunities for general educators, special educators, parents, administrators, and the community; 2) provision of access to the rapidly emerging technology relevant to educating severely handicapped learners; 3) utilization of an interdisciplinary group to define the dimensions of exemplary programming, and 4) intervention through systematic and longitudinal effort in relation to individually determined implementation "problems". The result will be a regional medical/educational system which assures quality service for handicapped children and which can be replicated by other local educational agencies.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to profound.

Ages: 5-21.

PROJECT STAFF:

Administration: Philippa H. Campbell, PI; Max Griffin, M.D., PI; J. Bradley Garner, CO; Nicholas De Fazio

Contact Person: Philippa Campbell, (216) 379-8256

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
1	0.40	Physical Therapist

SERVICE AREAS: City, suburban, small town, rural; 38 school districts, 3 counties, 12 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, residential facility, special center (non-school), clients' residences (private homes), MR School (self-contained facilities for MSPR students aged 3-21).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	____	____	X
General Program Development (IEP):	X	X	X
Instruction/Therapy Plan Dev. (IIP):	____	X	X
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:	____	X	X
Ongoing Eval. of Client Progress:	____	X	____
Family Training/Counseling/Therapy:	X	X	____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Use basic data collection and recording on a continuous basis as is possible and feasible. Depend heavily on hands-on teaching staff (not employed by project).

BASIC DESIGN FOR PROGRAM EVALUATION: Primarily relying on child-change data. Also, documentable alterations in service delivery system for severely handicapped school-age children.

PROJECT TITLE: Project Interaction: A Model Program for Handicapped Students

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Grandview Heights City School District (local education agency), Columbus, OH.

PROJECT ABSTRACT: The project incorporates four interrelated components: 1) a visual response system (VRS) resource room in which students respond on individual overhead projectors; 2) a peer tutoring system for regular classroom teachers; 3) a parent involvement training program; and 4) inservice teacher training to provide teachers with functional skills to manage mildly/moderately handicapped students in the classroom. The purpose of the project is to integrate these four components systematically to provide teachers, parents, and administrators with continuous feedback regarding student performance and instructional effectiveness.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, mentally retarded, specific learning disabilities.

Ages: 5-12.

PROJECT STAFF:

Administration: Dr. Timothy E. Heron, PI; Dr. William L. Heward, PI; Nancy L. Cooke, PM

Contact Person: Nancy L. Cooke, (614) 422-6820

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
5	2.50	Graduate Research Associates	1	1.00	Support Staff

SERVICE AREA: Suburban; 1 school district, 1 county, 1 school/service facility.

SERVICE SITE: Regular elementary school.

SERVICES FOR CHILDREN/YOUTH: All services provided directly by staff or persons trained by project staff.

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: 1) Criterion - referenced tests in reading and math; 2) Behavior Rating Profile (Brown & Hammill); 3) Directive Teaching Instructional Management System (DTMS).

Ongoing Evaluation/Monitoring Progress: 1) Data are collected daily. Pupil progress monitored by graphing data; 2) pre-post measures (beginning, middle, end of year); 3) questionnaires/interviews.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Behavior Rating Profile; 2) multiple baseline design; 3) reversal design.

PROJECT TITLE: Social Behavior Survival Program

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: University of Oregon (higher education agency), Eugene, OR.

PROJECT ABSTRACT: Development, Testing, and Replication of a Social Behavior Survival Program for Mainstreaming Handicapped Children (SBS) is a three-year HCMP grant in its first year of funding. The project focuses upon assessing the social behavior standards and expectations of potential receiving teachers in regular classrooms, and analyzing the handicapped child's behavior in relation to those standards; the handicapped child is then taught, in the more restrictive setting, those skills and competencies identified as essential for successful adjustment and performance in the less restrictive setting. Attempts are also made to reduce or eliminate inappropriate, maladaptive social behaviors. Support services are provided to facilitate a smooth and effective transition between settings.

Children served by the project are between the ages of five and eleven and enrolled in school settings. Types of handicapped conditions served are EMR, LD, ED, OI, and TMR. Age ranges and other handicapping conditions may be broadened at a later date. Project activities are currently based entirely in the Eugene School District, serving a student population of approximately 20,000 and a metropolitan area of 100,000. During the second and third years, some project activities will expand to larger metropolitan areas.

Project staff consist of university-based researchers, school district coordinators of programs for handicapped children, and three graduate Teaching Fellows. Support services and time are contributed by the Eugene School District's Special Education Director and Director of Special Pupil Services.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, mentally retarded, specific learning disabilities, seriously emotionally disturbed, and orthopedically impaired.

Ages: 5-11.

PROJECT STAFF:

Administration: Dr. Hill M. Walker, PI, CO

Contact Person: Dr. Hill Walker, (530) 686-5391

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.30	Teacher/Instruct. Staff for Children	2	0.60	Administration
1	0.30	Research Assistant			

SERVICE AREAS: City, suburban; 1 school district, 1 county, 32 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: SBS Inventory; SBS Correlates of Handicapping Conditions.

Ongoing Evaluation/Monitoring Progress: Will occur in the second year on a weekly basis as intervention procedures are developed and tested.

BASIC DESIGN FOR PROGRAM EVALUATION: Test validation procedures, direct observation and teaching ratings for instructional/intervention procedures, meeting timelines -producing products, consumer satisfaction measures (e.g., questionnaires).

PROJECT TITLE: A Model Classroom for Neurologically Impaired Children

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Good Samaritan Hospital and Medical Center (private, non-profit agency), Portland, OR.

PROJECT ABSTRACT: A hospital-based diagnosis and education classroom serves approximately 50 children per year ranging in age from 6 to 12. These children all have serious neurological and education[al] handicaps. The program is designed to provide a full range of services to children who require sophisticated diagnosis and treatment due to complex educational and medical problems. Children with uncontrolled seizures, children recovering from head trauma, and children experiencing multiple handicapping conditions are typical of the population served. The program provides for a prescriptive data based educational program coupled with medical, neurological, and psychological services. The educational program offers a continuum of services varying from supplemental services to the public school classroom to a center-based educational experience. A wide range of data based curriculum materials are employed to insure an effective educational process as well as a smooth transition back into public school programs. Children in the classroom are followed by the treatment team on a weekly basis to assess student progress and make changes in the educational program as needed. In addition, the model places heavy emphasis on intensive follow-up and follow-along services. Thus, there is a concerted effort on the part of the treatment team to provide for a smooth transition into the public school classroom when the data suggests that a child is ready to re-enter the public school classroom. Upon his return, the transition team will follow the child's progress closely and work with the public school personnel to insure that the child is making appropriate gains.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, multiple handicapped.

Ages: 6-12.

PROJECT STAFF:

Administration: Dr. Albert Greenwood, PI, CO; Dr. Richard Charlton, PI

Contact Person: Dr. Albert Greenwood, (503) 229-7220

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	3.00	Teacher/Instruct. Staff for Children	1	1.00	Psychologist
1	0.50	Speech/Communication Specialist	1	0.50	Support Staff
1	0.50	Social Worker			

SERVICE AREAS: City, suburban, rural.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, residential facility, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	X	X	____
General Program Development (IEP):	X	X	____
Instruction/Therapy Plan Dev. (IIP):	X	____	____
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:	X	____	____
Ongoing Eval. of Client Progress:	X	____	____
Family Training/Counseling/Therapy:	X	X	____

Other services provided directly by project staff: Advocacy training, inservice to public school.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Psychological/Neuropsychological Assessment; Academic Achievement Test; Learning Disabilities Assessment; occupational therapy evaluation; physical therapy evaluation; speech and language evaluation; criterion-referenced skill assessment.

Ongoing Evaluation/Monitoring Progress: Treatment contract - re-negotiated bimonthly; data based programming - daily or weekly evaluation; client subjective rating form -one per evaluation.

BASIC DESIGN FOR PROGRAM EVALUATION: Establish goals/objectives in treatment plan which are assessed bimonthly for success or failure; instrument developed by project staff; also, baselining specific skills and monitoring growth towards identified objective on criterion-referenced assessment tools.

PROJECT TITLE: Portland Autistic Youth Project

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: School District No. 1 (local education agency), Portland, OR.

PROJECT ABSTRACT: The primary goal of this project is to demonstrate that an effective community educational program providing information, familiarity, and skill training for the public will replace a community's fear, reactions of ridicule and rejection with an atmosphere of tolerance and assistance. To achieve this goal, specific curricula, teaching strategies, community training techniques, and nonaversive behavior management problems will be developed and researched for their effectiveness.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, seriously emotionally disturbed.

Ages: 13-21.

PROJECT STAFF:

Administration: Dr. David A. Krug, PD; Patricia Almond, CO; Joel Arick, CO

Contact Person: Dr. David A. Krug, (503) 229-4632

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Children	1	0.50	Administration
1	1.00	Teacher/Instruct. Staff for Staff	1	0.50	Support Staff
2	1.00	Teacher Aide/Intern/Assistant	2	1.60	Research personnel

SERVICE AREA: Major city; 3 school districts, 2 counties, 15 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	

SERVICES TO CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained by Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X		

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Autism Behavior Checklist.

Initial Diagnosis/In-Depth Assessment: Autism Screening Instrument for Educational Planning; Adaptive Behavior Scale; SICD; Balthalzar Scales I and II.

Ongoing Evaluation/Monitoring Progress: Classroom Adaptive Behavior Observation Instrument (CABOI); trial-by-trial event recording of correct and error responses.

BASIC DESIGN FOR PROGRAM EVALUATION: Community attitude survey; objective attainment/progress evaluation; pupil performance - rate data and criteria.

PROJECT TITLE: The Adaptive Learning Environments Model: A Mainstreaming Program for Mildly Handicapped Children

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Learning Research and Development Center, University of Pittsburgh (higher education agency), Pittsburgh, PA.

PROJECT ABSTRACT: The primary goal of this project is to implement and study the feasibility and effectiveness of the Adaptive Learning Environments Model for the mainstreaming of mildly handicapped children. This model is an educational program developed at the Learning Research and Development Center (LRDC) of the University of Pittsburgh. Several features distinguish LDRC's mainstreaming project from other attempts to develop and implement effective mainstreaming programs in school settings. These include: the availability of a comprehensive individualized instructional system that has been found to be effective in adapting instruction to meet individual needs; the existence of a built-in support system to facilitate the implementation of the instructional program through a systematic plan involving school administrative and instructional support personnel, health professionals, and families; and the use of a "full-time" rather than a "shared-time" approach to mainstreaming.

The overall goal of the project is to provide educational experiences that are adaptive to individual learning needs through a systematic and comprehensive individualized programming approach. This goal dictates the creation of school learning environments where children can effectively acquire mastery of basic academic and self-management skills and become confident of their abilities to learn and cope with their social and physical surroundings. Basically, this is accomplished by combining the advantages of both a highly structured component which uses built-in diagnostic-prescriptive procedures for basic skills development in academic subject areas with a more open-ended exploratory learning component for social and personal development. In essence, the program aims to modify the "handicapping" conditions in the learning environment which are likely to preclude efforts to meet the learning needs and characteristics of the individual child, while systematically modifying each child's "handicap" to increase his or her capability of profiting from the classroom learning environment.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild, specific learning disabilities, mentally retarded, seriously emotionally disturbed.

Ages: 5-9.

PROJECT STAFF:

Administration: Dr. Margaret C. Wang, PI; Dr. Murray D. Thompson, CO

Contact Person: Dr. Margaret C. Wang, (412) 624-4825

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Staff	2	2.00	Administration
2	2.00	Teacher/Instruct. Staff for Parents			

SERVICE AREAS: City, suburban; 2 school districts, 1 county, 2 schools/service facilities.

SERVICE SITE: Regular elementary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	____
Referral to Appropriate Program:	X	X	____
General Program Development (IEP):	X	X	____
Direct Instruct./Train. with Client:	____	X	____
Ongoing Eval. of Client Progress:	X	X	____
Family Training/Counseling/Therapy:	X	X	____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Neuro-developmental screening.

Initial Diagnosis/In-Depth Assessment: Comprehensive Individualized Psycho-educational Evaluation.

Ongoing Evaluation/Monitoring Progress: Daily diagnostic and prescriptive teaching and tracking; weekly meeting with support special teacher (educational specialist) to discuss progress; quarterly conferences with parents to discuss progress; annual IEP conferences.

BASIC DESIGN FOR PROGRAM EVALUATION: Measurement, evaluation design, and the assessment of program effects will be central to the proposed work in the implementation of this model in school settings. It is the project's basic assumption that the development of effective programs requires a systematic planned iterative process between the implementation of the program and evaluation of program impacts. In order to obtain useful evaluative information, instructional programs must be analyzed first in terms of the classroom processes that influence instruction, and then in terms of the variations in those processes, as they relate to student outcomes.

Project evaluation activities will take on two major thrusts: 1) the documentation of the degree of implementation, and 2) documentation of program impact. The major focus will be on collecting implementation and classroom process information to determine the resource requirements and feasibility of implementing the proposed mainstreaming model in classroom settings.

PROJECT TITLE: A Model Program for the Cognitive Education of Exceptional Children

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: George Peabody College of Vanderbilt University (higher education agency), Nashville, TN.

PROJECT ABSTRACT: Instrumental Enrichment is a cognitive approach to education with the specific goal of enabling pupils to learn how to learn more efficiently. The learning-to-learn approach is expected to enhance achievement levels in traditional academic content areas, to improve the motivation to learn, and to enable the pupils to modify their own cognitive functions after the end of the educational intervention without further intervention. It is not specific to any category of exceptionality, and has been applied to adolescents who have been classified as educable mentally retarded, learning disabled, emotionally disturbed, and slow learning. The program incorporates a system for training teachers and supervisors, with great emphasis upon the careful supervision of classroom teaching. The program is designed for application to adolescents for whom little else is available and for whom much is needed. Approximately 250 to 300 hours of classroom instruction will be spread over a period of two years as a supplement to the regular content curriculum rather than as a substitute for it. Teachers in the local school system are trained in intensive workshops, and given careful support and supervision.

Evaluation of the efficacy of Instrumental Enrichment will take both summative and formative dimensions. Criterion variables include cognitive modifiability, general intellectual functioning, academic achievement, selected personality and motivational variables, and social-ecological dimensions of classroom interaction and climate. The project will also assess the efficacy of the training procedures, and a way to evaluate teacher implementation of the program is being developed.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, specific learning disabilities, seriously emotionally disturbed.

Ages: 10-18.

PROJECT STAFF:

Administration: Dr. H. Carl Haywood, PI; Dr. Ruth Arbitman Smith, PD

Contact Person: Dr. Ruth A. Smith, (615) 327-8261

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
2	1.50	Instruct. Staff for Teachers
2	1.00	Assistant
1	0.25	Video Tape Technician
1	0.50	Support Staff
2	0.50	Videotape Raters
		Psychometrists -- hourly, by contract

SERVICE AREAS: Inner city, city; 3 school districts, 3 counties, 24 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school.

SERVICES FOR YOUTH/CHILDREN: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening	X		
Referral to Appropriate Program:	X		
Instruction		X	
Direct Instruct./Train. with Client:	X		
Ongoing Eval. of Student's Progress:	X		

Other services provided directly by project staff: Supervision of teachers in IE.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Assignment of students to classes of exceptionality is done by personnel in the school system. The project assessment of students is on the variables listed in "Ongoing Evaluation".

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Formative: Assessment of teacher attitudes occurs twice yearly. The project is presently using the Minnesota Teacher Attitude Inventory. Evaluation of teachers' mastery of the materials and techniques through supervisory visits occurs once a week or biweekly throughout the year. Classroom variables are assessed through recording and rating of videotapes, three times a year. Summative: Pretests in the fall, and posttests at the end of that school year and the following year. Measures of intellectual functioning (Lorge-Thorndike Intelligence Test (Non-Verbal) and selected subtests from Key Math), cognitive modifiability (Raven's Standard Progressive Matrices), intrinsic motivation (Picture Motivation Scale (Kunca & Haywood), self-concept (Piers-Harris Self-Concept and Rosenberg Self-Esteem Scale), and locus of control (Nowicki-Strickland).

BASIC DESIGN FOR PROGRAM EVALUATION: Formative evaluation: Use of videotapes and ongoing supervision in order to assess changes in student behavior, teacher behavior, and their interaction. Use of Minnesota Teacher Attitude Inventory to examine interaction of teacher attitudes and classroom variables. Summative evaluation: Preintervention, interim (after one year), and postintervention measures are collected. Experimental (Instrumental Enrichment) and Comparison classes from a variety of exceptionalities are included: educable mentally retarded, learning disabled, behavior disordered, and varying exceptionalities. Tests are used which tap general intellectual functioning, academic achievement, cognitive modifiability, and selected motivational and personality facts. For delineation of specific instruments, see "Evaluation Procedures".

PROJECT TITLE: A Model Program for Prevocational/Vocational Education for Moderately and Severely Handicapped Adolescents

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Vanderbilt University-Peabody College, (higher education agency), Nashville, TN.

PROJECT ABSTRACT: The specific goals of the model prevocational/vocational project are 1) to develop specific instructional methods, curriculum, and evaluation procedures in the area of prevocational/vocational training for behaviorally handicapped youths, with the initial focus on severely emotionally disturbed adolescents; 2) to develop procedures to prepare industrial personnel to supervise more effectively the work of handicapped persons and thus insure their satisfactory placement in job sites; 3) to develop observational procedures to analyze effectively and efficiently the critical job and social skills required for successful employment across a variety of work locations; data derived from such analyses will provide an empirical base for matching clients to potential work locations; 4) to develop specific training methods and evaluation procedures to prepare professionals in the fields of Special Education, Vocational Education, and Mental Health to replicate (with necessary modifications) the model across a variety of service delivery systems and handicapping conditions; and 5) to develop necessary materials and procedures to promote actively the dissemination of information regarding the model program and thus encourage systematic replication efforts.

Innovative features of the model program include: 1) a thorough observational assessment and subsequent task analysis of those job and social skills exhibited by successful and unsuccessful employees across a variety of work sites; 2) a criterion-referenced system for monitoring student behavior during in-house and job-site training; 3) development of an empirical data base to match students to job sites; 4) extensive follow-up service to both employees and students; and 5) replication and validation of model components across handicapping conditions and service delivery systems.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, mentally retarded, seriously emotionally disturbed.

Ages: 14-21.

PROJECT STAFF:

Administration: Dr. Sid Levy, PI; Terrence W. Adams, CO; Phillip Strain, Curriculum Coordinator; Charles Salzberg, Project Evaluator

Contact Person: Dr. Sid Levy, (615) 327-8135

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	2	0.50	Research Assistants

SERVICE AREA: Major city; 1 school district, 1 county, 2 schools/service facilities.

SERVICE SITES: Special secondary school, residential facility.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	
Referral to Appropriate Program:	X		X
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:			X
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:			X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Referral from Residential Facility Staff from existing population and in the replication site from existing public school population. Students are excluded from the program because of: 1) severe psychotic breaks (unable to maintain contact with reality for more than 10 minutes); 2) extremely high levels of psychotropic drugs; 3) due to age (under 15), life goals, and academic progress (within one of grade age norms); concentrated academic training is determined to have a higher priority; 4) intended length of stay (under 30 days) where time is not sufficient for completion of program.

Initial Diagnosis/In-Depth Assessment: 1) use of initial referral information-academic, vocational, and social behavior history; 2) interest interview; 3) situational assessment on tasks requiring work and social interaction behaviors.

Ongoing Evaluation/Monitoring Progress: 1) Evaluation of skill acquisition and vocationally relevant behavior in training: a) assessment of vocational task skills - criterion-referenced acquisition monitored daily; b) assessment of vocationally relevant interpersonal, on-task, and responsibility behaviors. Criterion-referenced progress monitored daily. 2) Assessment of on-the-job performance: a) skill on vocational tasks; b) vocationally responsible behavior; c) social/interpersonal behavior. Each is trained to criteria of the employment site and then subject to employer ratings; direct observation on a gradually fading schedule depending on performance. 3) follow-up evaluation, including student and employer ratings, at three months, six months, and one year.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Students' vocational success measured by employer ratings; 2) degree of community support evaluated by the number of students placed, number of job sites secured and number of businesses participating; and 3) program effectiveness, palatability and management as perceived by consumers (including students, parents, employers, trainers and staff) assessed by questionnaire/interview (quantitative ratings and comments).

PROJECT TITLE: A Model Program for Early Education of the Cerebral Palsied Child in a Rural Setting

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Children's Rehabilitation Center of the University of Virginia (higher education agency), Charlottesville, VA.

PROJECT ABSTRACT: This program trains service providers of southwestern Virginia who work with Cerebral Palsied children. The project has a demonstration classroom for the physically handicapped, which is located in a rural elementary school. Outreach services include inservice workshops at sites in four planning districts, indentification of service providers, and model sites for regional professionals' development. The project hopes to identify all of the professionals in the project's catchment area who are serving physically handicapped youngsters.

Neuro-developmental therapy techniques are used to facilitate the students and this remains the project's philosophical base. Target developmental areas are ambulation, feeding and speech, nonverbal communication systems, and improving functional usage of the limbs.

The program has a strong interest in parent training and in mainstreaming the handicapped. Weekly groups are held to integrate physically handicapped preschoolers and nonhandicapped children in parent-led sessions. These sessions serve to expand upon the model classroom and adapted model sites for the multihandicapped.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, speech impaired, orthopedically impaired, multiple handicapped.

Ages: 2-8.

PROJECT STAFF:

Administration: Dr. Sharon L. Hostler, PI; Stephen Conley, CO; Jan Allaire

Contact Person: Stephen Conley, (703) 628-8432

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Children	1	1.00	Physical Therapist
1	1.00	Speech/Communication Specialist	1	1.00	Support Staff

1 contracted Carpenter

SERVICE AREA: Rural; 28 school districts, 22 counties.

SERVICE SITES: Regular elementary school, regular higher education school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
Referral to Appropriate Program:	X	X	X
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X	X	

Other services provided directly by project staff: Personnel preparation.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None, provided by public school system.

Initial Diagnosis/In-Depth Assessment: Vulpe; Brigance.

Ongoing Evaluation/Monitoring Progress: Video-tape assessments, each six weeks in target areas.

BASIC DESIGN FOR PROGRAM EVALUATION: Our design is constructed by Dr. Robert Culvert, of Evaluation and Research Center, University of Virginia, for use during terms with children.

PROJECT TITLE: Richmond Secondary Project

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Virginia Commonwealth University (higher education agency), Richmond, VA.

PROJECT ABSTRACT: A model education program for severely/profoundly handicapped children, ages 10-21, is proposed. The Project would operate three classrooms for 23 students in a Richmond Public School. This program is expected to differ from other secondary classes in terms of innovative educational practices and curriculum development for a population functioning at low adaptive behavior levels. The objectives of this project include demonstration of data-based programming, functional curriculum evaluation of programs in single-subject designs, and development and validation of curricula in vocational, home living, and leisure skill areas for SPH adolescents. With these curricula will be designed criterion-referenced assessment tools and skill selection criteria. Replication will occur in target classes for severely handicapped adolescents in different schools in the greater Richmond area in the second and third years of the project with training occurring in real homes, real work settings when appropriate, and real recreational settings in the community at appropriate times. Project staff consist of Master teachers in the vocational, leisure and home living areas who work with classroom teachers, parents, and community resource people to implement IEP goals for each child and demonstrate the efficacy of this service delivery model for SPH students. Parent involvement is facilitated by regular in-the-home visits and technical assistance delivered in the context of program follow-through for project children. Project objectives are evaluated by assessing number of IEP goals and objectives attained, through single-subject designs such as multiple baseline designs and the changing criterion design, and through parent and community feedback. Dissemination of project activities and products will occur through parent newsletters, workshops, local, state and national presentations, journal articles, and program monographs. The curricula and assessment tool products will be published at the end of the three-year project in final form.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 10-21.

SERVICE AREA: Inner city; 1 school district, 1 school/service facility.

SERVICE SITE: Special elementary school.

PROJECT STAFF:

Administration: Dr. Paul Wehman, PI; Ms. Janet Hill, CO

Contact Person: Dr. Paul Wehman, (804) 257-1305

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	3.00	Teacher/Instruct. Staff for Children	1	0.50	Support Staff

SERVICES FOR CHILDREN/YOUTH: All services directly provided by project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	____	____
Referral to Appropriate Program:	X	____	____
General Program Development (IEP):	X	____	____
Instruction/Therapy Plan Dev. (IIP):	X	____	____
Direct Instruct./Train. with Client:	X	____	____
Direct Therapy with Client:	X	____	____
Ongoing Eval. of Client Progress:	X	____	____
Family Training/Counseling/Therapy:	X	____	____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: 1) UPAS; BCP.

Initial Diagnosis/In-Depth Assessment: Task analysis - criterion-referenced assessment.

Ongoing Evaluation/Monitoring Progress: Daily collection for all programs for each child.

BASIC DESIGN FOR PROGRAM EVALUATION: Tests not used. Behavioral Designs: 1) changing criteria; 2) reversal; 3) multielement; 4) multiple baseline.

PROJECT TITLE: Community Teaching Homes

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: School for Contemporary Education (private, non-profit agency) Alexandria, VA.

PROJECT ABSTRACT: The Community Teaching Homes project is a community-based residential program for emotionally disturbed children and youth whose special education needs cannot be met by a day-school placement. The program provides intensive social skill training for the child in a Teaching Home located in the child's community and concurrent training for the child's parents or parent surrogates to prepare them for the child's return home. The thrust of the program is to provide educational/residential services in the community as an alternative to sending the child to an out-of-community residential facility. The project recruits, trains and supervises Teaching Parents who provide direct services to one or two children in their own homes while the child attends a public or private special education program in the community.

The Teaching Parents train the child in the social skill areas of self-control, communication, responsibility and academics as success in these areas is necessary for success in a less restrictive environment. They work closely with the child's school to ensure generalization to the school environment of social skills learned in the Teaching Home. Project staff work intensively with parents to train them in the parenting skills necessary to maintain the child's newly learned behaviors in the home when the child returns. Project staff also provide direct training to children in peer and adult interaction and problem-solving skills in task-oriented group sessions.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, specific learning disabilities, seriously emotionally disturbed.

Ages: 6-18.

PROJECT STAFF:

Administration: Dr. Bruce Richards, PI; Dr. Charles R. Goodman, CO; Joanne Greiwe, CO

Contact Person: Dr. Bruce Richards, (703) 370-2770

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
1	1.00	Support Staff

SERVICE AREAS: Suburban, small town, rural; 8 school districts, 4 counties, 15 schools/service facilities.

SERVICE SITES: Special elementary school, special secondary school, clients' residence (private homes), individual teaching homes.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X	X	X
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:		X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Training of teaching parents.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: 1) Application and intake study; conferences with referring agency, child, parents; 3) preplacement visits.

Initial Diagnosis/In-Depth Assessment: Problem Area Checklist; Parent Skills Checklist.

Ongoing Evaluation/Monitoring Progress: Problem Area Checklist: quarterly; Individual Training Plan: monthly; Individual Education Plan: semiannually; Parent Training Plan: quarterly; teaching parent instructional skills: quarterly.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Consumer satisfaction: separate consumer satisfaction instruments are being developed for evaluation by the following groups: Advisory Board, LEA s, courts, social services, parents and children; 2) Problem Area Checklist: ongoing evaluation of children's social skill progress and learning during and at termination of program and follow-up; 3) cost effectiveness: comparisons with other programs meeting similar needs.

PROJECT TITLE: A Consulting Teacher Model at South Burlington High School

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: South Burlington High School (higher education agency, University of Vermont), South Burlington, VT.

PROJECT ABSTRACT: The primary goal of the Center at South Burlington High School is to demonstrate a model for identification, diagnosis, intervention and evaluation so that every learning disabled student who leaves public secondary school will have achieved competencies in measurable terms which represent those skills believed to be essential for a student to have equal opportunity to develop, pursue his ambitions, meet his own needs and participate in the society and activities of which he is a part. The Center provides the personnel required to implement fully the consulting teacher approach to provide special education within regular classrooms so as to serve as a replicable model for Vermont's secondary schools. The major outcomes of the program are 1) delineation and sequencing of Vermont State Department of Education Basic Competencies for identification of students eligible for special education, classroom diagnosis of precise entry level skills and evaluation of the effects of intervention procedures; 2) development (through inservice teacher preparation) of prescriptive teaching/learning procedures to serve high school age youth whose learning rates fall below the minimum that would be required in order to complete all Basic Competency Minimum Objectives by their 12th year of schooling; and 3) establishment of a dissemination system to enable interested state and national school personnel to view and replicate all components of the model, including student services, local school administrative support systems, inservice teacher preparation and the development of a basic competencies system.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild, specific learning disabilities, mentally retarded, cross-categorical.

Ages: 13-18.

PROJECT STAFF:

Administration: Dr. Martha Knight, PI; Dr. Patricia Stone, CO

Contact Person: Dr. Martha Knight, (802) 656-2936

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	0.50	Administration
3	2.00	Teacher/Instruct. Staff for Staff	1	1.00	Support Staff

SERVICE AREA: Suburban; 1 school/service facility.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: TASK; Vermont Basic Competencies Screening Test.

Initial Diagnosis/In-Depth Assessment: Woodcock Reading; Key Math.

Ongoing Evaluation/Monitoring Progress: At least weekly monitoring of progress in instructional materials.

BASIC DESIGN FOR PROGRAM EVALUATION: Students: TASK; Vermont Basic Competencies. Staff: Maslow's Hierarchy of Needs; Chafee's RAMOS (Reading and Math Observation System).

PROJECT TITLE: Educational and Vocational Intervention with the Postsecondary Incarcerated Handicapped

TYPE OF PROGRAM: HCMP **FUNDING YEAR:** 1st

OPERATIONAL BASE: Kennedy Center Bureau of Prisons (publicly funded agency), Morgantown, WV.

PROJECT ABSTRACT: PL 94-142 provides an extensive mandate to educate handicapped students. It is clearly stated that handicapped children 5-23 (in West Virginia) no matter what the setting will receive an appropriate education. This mandate includes the incarcerated. The prison population is over-represented with people classified as either EMR or SLD (Poremba). It is the intent of this proposed model program to provide assistance to the staff at the Kennedy Center working with the Handicapped Adult Basic Education population in the areas of education and vocation with the intent of providing stategies to meet the individual needs of the students.

The subjects for the proposed project are 18- to 23-year-old handicapped males who are enrolled in the Adult Basic Education (ABE) Program at the Kennedy Center (Federal Corrections Facility) and are not meeting their expected potentials. Program orientation will be to assist Kennedy Center staff to modify the individual's program so that strategies may be successfully implemented to increase his success with the program and subsequent job success. A further objective is to improve the skills of Kennedy staff who deal with handicapped students enrolled in the Adult Basic Education Program (ABE) so that they will not only be better able to meet the needs of current project student participants but also of future students.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, specific learning disabilities, mentally retarded.

Ages: 18-23.

PROJECT STAFF:

Administration: Dr. Wilfred D. Wienke PI; Dr. John S. Platt, CO; Dr. Roy H. Tunick, CO

Contact Persons: Dr. Wilfred D. Wienke, Dr. John S. Platt, and Dr. Roy H. Tunick (304) 293-4142

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	0.50	Teacher/Instruct. Staff for Children	1	1.00	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; U.S. Bureau of Prisons.

SERVICE SITE: Residential facility.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	____	X	____
General Program Development (IEP):	X	____	____
Instruction/Therapy Plan Dev. (IIP):	X	X	____
Direct Instruct./Train. with Client:	X	X	____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Behavioral checklist; screening of inmate records; Standard Achievement Test - provided by prison.

Initial Diagnosis/In-Depth Assessment: Woodcock-Johnson, Minnesota Importance Questionnaire; WAIS; McCarron-Dial, Tennessee Self Concept, Brigance.

Ongoing Evaluation/Monitoring Progress: Daily functional assessment in both educational and vocational training areas.

BASIC DESIGN FOR PROGRAM EVALUATION: Evaluation of model program content and process, staff and student satisfaction with program, staff acquisition of skills.

PROJECT TITLE: A Model Program for Treatment of Autistic Children in Rural Communities

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: University of Iowa (higher education agency), Iowa City, IA.

PROJECT ABSTRACT: Meeting the special needs of autistic children and non-autistic children who exhibit autistic-type behaviors is the focus of A Model Program for Treatment of Autistic Children in Rural Communities, based at Psychiatric Hospital, the University of Iowa Hospitals and Clinics in Iowa City, Iowa. The Child Psychiatry Inpatient Unit located in Psychiatric Hospital serves children exhibiting a wide variety of problems. A major portion of these children are those who enter the Autism Program. Not all children who enter the hospital as part of this program are diagnosed autistic. Instead, some children are described as having "autistic-like behaviors" and are included because they are also developmentally delayed and can benefit from this type of treatment program.

Either before the child is admitted or at admission, parents, teachers, and other persons who deal with the child in his home community are asked to identify specific positive and negative behaviors. These data, along with information gathered by various professionals after working with the child for several days, are used by the child's primary nurse to design an individualized treatment plan -- a plan that is shared with all staff members who interact with the child so that treatment will be consistent. In addition to the primary nurse, a child is also assigned a doctor, a medical student, and a social worker whose primary responsibility is to work with the family. As a team, these professionals interview the parents on the day of admission and meet with the family regularly during the child's inpatient stay to provide information, counseling and support. Other professional staff working with the child on a regular basis include a psychologist, an activities therapist, and occupational therapist, a teacher, and a speech and language clinician. Parents are given progress reports on the child at regular intervals. The medical facilities of the broader University Hospitals complex are also available to children as needed.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to profound, emotionally disturbed (autistic or autistic-like).

Ages: 2-16.

PROJECT STAFF:

Administration: Dr. Mark Stewart, PI; Candace Kiely, CO; Kristine Quinn, CO

Contact Person: Kristine Quinn, (319) 353-4783

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.50	Teacher/Instruct. Staff for Children in Hospitals	1	0.25	Psychologist

Other Staff: (Cont'd.)

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.25	Teacher/Instruct. Staff for Staff*	1	0.25	Administration*
2	1.75	Teacher/Instruct. Staff for Parents* and Children* in community	1	1.00	Speech/Communication Specialist
1	0.75	Research Assistant			

*Note: One person is involved in each of these three areas.

SERVICE AREAS: Major city, city, small town, rural; 15 area education agencies, 70 counties.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, special vocational school, residential facility, special center (non-school), clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:	X	X	X
General Program Development (IEP):	X		
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:	X	X	X
Ongoing Eval. of Client Progress:	X	X	X
Family Training/Counseling/Therapy:	X		X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Psychiatrists from hospital take turns at area educational agency; outreach specialist and project assistant view children in schools when releases and situations are appropriate.

Initial Diagnosis/In-Depth Assessment: Instrument used depends on ability of child. Merrill Palmer; WISCR; Stanford Binet; PEP; Alpern-Boll; Minn. Preschool Scale; PASI; CELI; Peabody; TACL; SICD; DSS; TOLD; Symbolic Play Test; Bayley; Leiter.

Ongoing Evaluation/Monitoring Progress: Follow-up as requested by schools/family (depends on releases etc.); redesign of treatment when judged necessary.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Research study is underway; 2) questionnaire to agencies etc. that we have had contact with.

PROJECT TITLE: Program for Severely/Profoundly Retarded Youth

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Northern Illinois University (higher education agency), DeKalb, IL.

PROJECT ABSTRACT: Twenty severely and profoundly handicapped students and their families in rural DeKalb County, Illinois are being directly served in three classrooms. Two classrooms serve secondary aged students and the third serves preschool aged students, one of which is six years old and the other seven years old. These two latter students have remained in the preschool as they have no next elementary school environment ready to receive them in the instructional framework which the project advocates. Therefore, project personnel are currently working with the elementary classroom teacher in order that a next environment will be realized for these students at the beginning of the 1980 school term. A functional curriculum model which considers students' present ecological environments across domestic, community, recreational-leisure, and vocational domains has been implemented. A process whereby functional curriculum is articulated across elementary, middle and secondary school ages is in progress. Finally, all project students receive functional, age-appropriate training in the DeKalb community in stores, recreational/leisure facilities, etc. Communication booklets and/or methods have been developed to facilitate student's interactions with the community.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Dr. Sharon Freagon, PI; Michael Pajor, CO; Dr. Anthony Rotatori, CO

Contact Person: Dr. Sharon Freagon, (815) 753-0656

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Children	1	0.75	Support Staff

SERVICE AREAS: Small town, rural; 10 school districts, 1 county.

SERVICE SITES: Regular elementary school, self-contained public school center.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:			X
General Program Development (IEP):		X	
Instruction/Therapy Plan Dev. (IIP):		X	
Direct Instruct./Train. with Client:		X	
Ongoing Eval. of Client Progress:		X	
Family Training/Counseling/Therapy:		X	X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Continuous data based system of student progress in current and subsequent environments based on student's performance in ecological community environments.

BASIC DESIGN FOR PROGRAM EVALUATION: System impact; student status; cost effectiveness.

PROJECT TITLE: Project Educate

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Indiana University Developmental Training Center (higher education agency), Bloomington, IN.

PROJECT ABSTRACT: The primary aim of Project Educate has been to develop a model school program for autistic and severely emotionally handicapped children and their parents which can be successfully implemented by the public schools in Indiana. Children throughout the state are screened for the program. Parents and schools agree at the Case Conference to train with the project staff to facilitate the child's placement back in the local educational agency and home. An interdisciplinary staff works with the clients in the elementary school based classrooms, in communities, and in the home programs to insure generalization of learning and work towards gaining as much independence in functioning as possible.

Training of preservice personnel and inservice training takes place in the model classrooms. Summer workshops based on the model with teachers implementing learned skills in a practicum will have trained 72 professionals. Local educational administrators have participated in most conferences and planning concerning their children at the DTC and in the LEA.

The project will have a complete guide, "Educating Autistic and Severely Emotionally Handicapped Children - Elementary Age", for dissemination in July 1980. Designed for public schools, there will be assessment, behavior management, programming and parent training sections, written in a practical, applicable manner. Training videotapes are being developed for local use. A booklet and slides to introduce elementary school children to autistic children are being field-tested. A plan for the training materials to be used throughout the state is being developed with the State Department of Public Instruction.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe, seriously emotionally disturbed, multiple handicapped, cross-categorical.

Ages: 5-12.

PROJECT STAFF:

Administration: Henry J. Shroeder, Ed.D., PI; Nancy J. Dalrymple, M.A., CO

Contact Person: Nancy Dalrymple, (812) 337-8304

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	0.50	Psychologist
2	2.00	Teacher Aide/Intern/Assistant	1	1.00	Administration
1	0.50	Speech/Communication Specialist	1	1.00	Social Worker
1	0.25	Adapted P.E.			

SERVICE AREAS: Major city, city, suburban, small town, rural; 29 school districts, 23 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:	X		X
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruc./Train with Client:	X	X	
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Training school personnel-teachers, administrators, clinicians, etc.; training preservice personnel.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Psychoeducational Profile to identity if child is autistic and general functioning level; a developmental history.

Initial Diagnosis/In-Depth Assessment: DTC-designed comprehensive checksheets in all areas provide the basis for assessing the child's strengths and weaknesses. Formal tests such as: PEP, Leiter, PPVT, VMI, Reading Readiness Tests, Key Math, Woodcock, and Boehm are used when appropriate. Alpern-Boll Developmental Profile and Bayley Scales of Infant Development used when appropriate.

Ongoing Evaluation/Monitoring Progress: IEP objectives are monitored daily, and are the basis for daily programming. Interdisciplinary staffings are held every other week. IEP is reviewed formally every three months with parents and local school staff. Annual case reviews are held in the LEA district with project staff in attendance. Formal evaluation and testing are done at the end of the school year with the same instruments as initially used, with addition of any other relevant tests.

BASIC DESIGN FOR PROGRAM EVALUATION: Evaluation of the project includes yearly child change data compared with various criteria and parent change data. Each child receives intense follow-up for one year and then follow-up as requested.

PROJECT TITLE: Programing Regional Intervention for Difficult to Educate

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Kansas University Affiliated Facility at Parsons
Bureau of Child Research, University of Kansas
(higher education agency), Parsons, KS.

PROJECT ABSTRACT: Project PRIDE is a regional model for providing curriculum and technological support to classroom personnel serving severely/profoundly handicapped. PRIDE serves a nine-county area in Southeast Kansas which includes three rural special education cooperatives and a large special purpose school. Approximately 110 severely multiply handicapped students are served through consultation with classroom personnel.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 3-21.

PROJECT STAFF:

Administration: Charles R. Spellman, Ed.D., PI; Janis L. Johnson, M.Ed., CO

Contact Person: Janis L. Johnson, (316) 421-6550, ext. 275

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.50	Administration	4	3.50	Curriculum Specialist (consultant to teachers)

SERVICE AREA: Rural; Cooperatives representing 27 independent school districts, 9 counties, 5 schools/service facilities.

SERVICE SITES: Special elementary school, residential facility.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
General Program Development (IEP):	X	X	X
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:		X	X

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Direct Therapy with Client:		X	X
Ongoing Eval. of Client Progress:		X	X
Family Training/Counseling/Therapy:	X	X	X

Other services provided directly by project staff: Inservice training for teachers.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: None.

BASIC DESIGN FOR PROGRAM EVALUATION: This project will be compared with other classrooms for the severely handicapped by the State Department of Education's evaluation procedures.

PROJECT TITLE: Psycho-Educational Center for Hearing Impaired Emotionally Disturbed

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Boston School for the Deaf (private, non-profit agency), Randolph, MA.

PROJECT ABSTRACT: This contract proposes that educators and allied professionals of Federal Region I work together to establish a model Psycho-Educational Center to provide a base for cooperative care, i.e., treatment and education, for hearing impaired children with emotional/behavioral disturbances.

The Psycho-Educational Center (PEC) is a resource center for all educational sites involved in the education of hearing impaired children: 1) the PEC provides educators and parents with a means of intervening in the life of a disturbed child by providing a stable environment designed to care for the child while the child's strengths and needs are assessed and 2) following assessment, the PEC staff works cooperatively with the referral source in implementing realistic intervention strategies.

The PEC staff is composed of educational specialists, knowledgeable in the areas of deafness and emotional/behavioral disorders and mental health specialists, skilled in modes of treatment appropriate for hearing impaired children. To insure conjoint psycho-educational planning, school personnel from referral sites and parents participate in the treatment, planning and training offered by the PEC staff. Further, the advisory committee of the PEC includes the educational site personnel. Thus, communication and progress of the PEC program is jointly shared by those being served. The treatment provided by the PEC is based on the outcome of an extensive evaluation. The treatment is prescriptive and individualized and focuses on the developmental levels of the child.

The objectives of this program are 1) to test the validity of the basic program construct, namely, that an initial, highly structured individualized psycho-educational program can serve as an appropriate educational bridge for ultimate integration of hearing impaired children with an emotional overlap into mainstream educational programs; and 2) to develop, test and refine behavior techniques and strategies that will successfully enhance the learning readiness of hearing impaired children with an emotional overlay.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, deaf.

Ages: 6-10.

PROJECT STAFF:

Administration: Dr. T. Jordon Goulder, PI; Fran Cullen, CO

Contact Person: Fran Cullen, (617) 963-8150

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	1.00	Psychologist
2	2.00	Teacher Aide/Intern/Assistant	1	0.25	Administration
1	1.00	Expressive Arts	1	1.00	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; project serves entire state.

SERVICE SITES: Special elementary school, special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:	X		
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		

EVALUATION PROCEDURES:

Initial Screening or Child-Find: School Behavior Checklist.

Initial Diagnosis/In-Depth Assessment: WISC-R, Bender-Gestalt, Developmental Test of Visual Motor Integration, Illinois Test of Psycholinguistic Abilities, Draw-A-Person, Peabody Picture Vocabulary Test.

Ongoing Evaluation/Monitoring Progress: 1) Daily charting of child's behaviors; behaviors are targeted and monitored; 2) learning style is reviewed at irregular staffing to identify style and appropriate educational approaches.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Use of outside evaluator who comes to site twice per year; 2) evaluator uses discrepancy model and impact model.

PROJECT TITLE: Model Demonstration Center for Profoundly Retarded Youth

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: The John F. Kennedy Institute (private, non-profit agency), Baltimore, MD.

PROJECT ABSTRACT: The Model Demonstration Center for Profoundly Retarded Youth is a project mandated to develop a model that can be replicated in a public school setting utilizing existing resources. It is a collaborative venture between three major agencies in the metropolitan Baltimore area: Baltimore County Public Schools, The John F. Kennedy Institute, and Rosewood Center. Educational services are provided to students at a variety of locations. Four classrooms are located at the regional residential facility. One classroom functions as a model classroom at the University Affiliated Program site. The last two, the replication classrooms, are located in public schools of Baltimore County. Each classroom consists of five students and two staff members. Programming is provided through individual and group learning experiences according to the priorities identified in the team setting.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Dr. Michael Bender, PI; Clarita A. King, CO

Contact Person: Dr. Michael Bender, (301) 955-4080

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
7	7.00	Teacher/Instruct. Staff for Children	1	0.50	Evaluator
7	7.00	Teacher Aide/Intern/Assistant			

SERVICE AREA: Major city; 1 school district, 3 schools/service facilities.

SERVICE SITES: Regular elementary school, residential facility, special center (non-school), special school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	____	____
Direct Instruct./Train. with Client:	X	____	____
Ongoing Eval. of Client Progress:	X	____	____
Family Training/Counseling/Therapy:	X	____	X

Other services provided directly by project staff: Inservice training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Uzgiris-Hunt Scales of Psychological Development; Balthazar Scales of Adaptive Behavior; Adaptive Behavior Scales.

Ongoing Evaluation/Monitoring Progress: Formal assessment twice a year; objective achievement monitored with the frequency specified in the Individual Education Plan.

BASIC DESIGN FOR PROGRAM EVALUATION: The Uzgiris-Hunt Scales of Psychological Development and the Balthazar Scales of Adaptive Behavior will be used to measure the progress of two groups of students. The two groups consist of students served by the model project and students receiving other educational services. The basic design is a pre/post test measure with a control group.

PROJECT TITLE: Educational Model for SPH Children/Youth with Orthopedic Impairments: Project Impact

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Holly Center (private, non-profit), Salisbury, MD.

PROJECT ABSTRACT: This project is applying current knowledge in the field of training orthopedically impaired multihandicapped persons through a model service delivery system. It is attempting to translate educational goals into meaningful changes in the quality of life experiences within a residential facility and to facilitate the transition of students into community school settings. Project personnel are working with nine rural county departments of education and with parents with the objective of moving each student into a less restrictive environment, i.e., into the home town community school, to the family unit or to a more appropriate classroom or cottage setting within the residential facility.

The foundation of the model is the transdiscipline approach involving the trading of disciplinary skills in an effort to meet the diverse needs of the 20 children in the program. The disciplines include physical therapy, occupational therapy, special education, speech and language therapy, and adaptive equipment design. Transdisciplinary evaluations and the development of individual programs occur annually. Project Impact's instructional process involves the use of quantitative baseline assessment procedures, prescription of curriculum using a minimum objective system, the determination of specific objectives, training in one-to-one and/or group situations, precise data collection techniques, and a maintenance/generalization phase.

A major focus of the project has been the design of individualized adaptive equipment for each child. The devices have been of much importance in the provision and success of our educational and therapy programs. A guide for the design and use of adaptive equipment is currently being developed and hopefully will be available for distribution in the fall of 1980.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, hard of hearing, speech impaired, visually handicapped, blind, deaf-blind, seriously emotionally disturbed, orthopedically impaired, health impaired.

Ages: 6-21.

PROJECT STAFF:

Administration: Patricia Lantz, PI, CO.

Contact Person: Patricia Lantz, (301) 546-2181 ext. 271

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	1.00	Occupational Therapist
1	1.00	Teacher Aide/Intern/Assistant	1	0.50	Support Staff
1	1.00	Carpenter/Adaptive Equipment Specialist			

SERVICE AREAS: Small town, rural; 12 school districts, 12 counties, 16 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, special secondary school, residential facility, clients' residences.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	X
Referral to Appropriate Program:	X	X	X
General Program Development (IEP):	X	X	X
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	X
Family Training/Counseling/Therapy:	X		X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Conducted through Community Services program or at Holly Center. Comprehensive medical, social and psychological tests are administered. None is performed by project staff.

Initial Diagnosis/In-Depth Assessment: Transdisciplinary evaluation conducted by project staff includes: 1) Education: Callier - Azusa Scale; 2) Occupational Therapy: assessment of sensory-integrative development, self-help, play-leisure, work activity and sensory awareness; 3) Physical Therapy: assess neuromuscular maturation in mobility, potential for positioning and movement and need for adaptive equipment; 4) Speech Therapy: 1) Meeting Street School Language Development Scale (Elaine Lieberman); 2) Holly Center Communication and Language Screening Assessment.

Ongoing Evaluation/Monitoring Progress: 1) Educational evaluations conducted three times yearly; 2) speech, P.T. and O.T. conducted annually; 3) daily monitoring of data for progress or regression; 4) formal assessment repeated if indicated by documentation.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Third-party evaluation of project conducted annually by consultant team from J.F. Kennedy Center, Baltimore; 2) formal system of data collection/documentation monitors classroom programs; 3) on-going monitoring of project objectives by Director and Holly Center Administration; 4) developmental growth of project children monitored through comparison of educational assessments.

PROJECT TITLE: Molly Stark Project

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Children's Hospital Medical Center of Akron (private, non-profit agency), Akron, OH.

PROJECT ABSTRACT: This project provided interdisciplinary assessment and training for 17 severely multihandicapped adolescents who resided in a residential institution. Systematic training and effective utilization of adaptive equipment and training devices were used to develop Individual Education Plans for each student. Training was coordinated with teachers and program staff of the local schools during the second and third project years when students attended these community classes. Parent support was obtained and programs were developed for leisure and recreational opportunities for students during non-school hours. Residential care aides received training throughout the duration of the project and implemented training programs in self-care and recreational and leisure skills with assistance of volunteers. Close coordination between medical and educational professions was maintained throughout the project and resulted in medical interventions in relation to targeted educational goals (i.e., orthopedic surgery to walk).

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 14-21.

PROJECT STAFF:

Administration: Philippa H. Campbell, PI; Allan Holderness, M.D., PI; Helen Pugh, CO

Contact Person: Philippa Campbell, (216) 379-8256

SERVICE AREA: Small town; 1 school district, 1 county, 2 schools/service facilities.

SERVICE SITES: Segregated School for MR operated by MH/MR.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
Referral to Appropriate Program:	X		X
General Program Development (IEP):	X	X	X
Instruction/Therapy Plan Dev. (IIP):		X	X
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Ongoing Eval. of Client Progress:	X	X	X
Family Training/Counseling/Therapy:	X		X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Basic medical and educational therapy assessments and procedures. Index of Qualification for Specialized Services, Psychologicals.

Ongoing Evaluation/Monitoring Progress: Basic yearly (or more frequent as necessary) evaluations; ongoing individual child data.

BASIC DESIGN FOR PROGRAM EVALUATION: Basic pre-posttesting on standardized instruments and compilation of longitudinal individual data. Some ABAB and other single subject designs related to procedures.

PROJECT TITLE: Vocational Careers for the Severely/Profoundly Handicapped

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Portland State University (higher education agency), Portland, OR.

PROJECT ABSTRACT: The project believes a far better quality of life and efficiency and effectiveness of training efforts are best achieved through 1) training a severely handicapped client for vocational success directly on a community site with nonhandicapped co-workers, and 2) educating the job site environment to interact appropriately with the client. This philosophy toward the severely handicapped and toward a community-based training procedure is translated into a tightly managed set of procedures.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 17-21.

PROJECT STAFF:

Administration: Dr. Keith Larson, PI, CO; Dr. Jean Edwards, PI

Contact Person: Dr. Keith Larson, (503) 229-4648

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	3.00	Teacher/Instruct. Staff for Children	1	1.00	Support Staff

SERVICE AREA: City; 3 school districts, 2 schools/service facilities.

SERVICE SITES: Regular higher education school, community job sites.

SERVICES FOR CHILDREN/YOUTH: All services provided directly by staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Direct Instruct./Train. with Client:	X		
Ongoing Eval. of Client Progress:	X		

Other services provided: Job skill development on community job sites.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Initial screening done by personal interview by staff.

Initial Diagnosis/In-Depth Assessment: Assessment done through use of an assessment tool developed by the project staff, plus heavy emphasis on the information gained through community work-site placement of client.

Ongoing Evaluation/Monitoring Progress: Weekly data are taken as to the time each client has spent in each component area. Instructional data are taken per individual programs within each component.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Measurement of client growth in each area of community independence, rating charts; 2) measurement of staff effort in each area of training responsibility, effort report form; 3) verification of manuals published.

PROJECT TITLE: Project for Institutionalized Severely Retarded

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Appalachia Intermediate Unit 08 (local education agency), Cresson, PA.

PROJECT ABSTRACT: The purpose of this project is to facilitate the deinstitutionalization of the school-age severely retarded residents at Cresson Center, and to develop a workable, cost-efficient model suitable for implementation at this and other similar facilities. The project is staffed with a Director/Trainer, two Special Education Teacher/Trainers and a full-time secretary. In its third year of operation, the project will be serving 43 clients. Participants receive evaluation services in conjunction with I.U. 08 classroom teachers and Cresson Center personnel. Parents, guardians and institutional employees receive consultation and training services designed to improve abilities in cohabitation with and training of the institutional retardate. Project staff coordinate services with institutional and community agencies in an effort to secure community placements and to assure the continuation and maintenance of these placements in the future.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 9-21.

PROJECT STAFF:

Administration: Patricia Kelly, PI, CO

Contact Person: Patricia Kelly, (814) 886-8111 ext. 310

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Parents	1	1.00	Support Staff

SERVICE AREAS: City, small town, rural; 3 school districts (includes Intermediate Units), 12 counties, 15 schools/service facilities.

SERVICE SITES: Residential facility, clients' residence.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:	X		X

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
General Program Development (IEP):	X		X
Instruction/Therapy Plan Dev. (IIP):			X
Direct Instruct./Train. with Client:	X	X	X
Ongoing Eval. of Client Progress:	X		X
Family Training/Counseling/Therapy:	X		X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Community Home Assessment for Low Functioning Persons.

Ongoing Evaluation/Monitoring Progress: IEP: yearly; CHALFP: yearly; questionnaire/interview: final (end of project).

BASIC DESIGN FOR PROGRAM EVALUATION: Number of community placements; cost-efficiency study.

PROJECT TITLE: Valley Vision Project

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Luzerne Intermediate Unit (local education agency), Kingston, PA.

PROJECT ABSTRACT: The Valley Vision Project provides individualized educational training services to severely/profoundly multihandicapped/visually impaired children (ages 6-21) through intensive itinerant programming. Services include training in the maximum use and functioning of residual vision, and effective use of unimpaired senses. The project also provides counseling and information services to parents of project children.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Mr. Nello Riccetti, PI; Mr. Paul W. Yeager, CO

Contact Person: Dr. William Price, (717) 287-9681

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	1.00	Administration
3	0.55	Medical Staff	1	1.00	Support Staff
1	0.15	Rehabilitation Counselor	1	0.25	Social Worker

Positions for an Occupational Therapist and a Physical Therapist are currently unfilled.

SERVICE AREAS: City, small town, rural; 2 school districts, 2 counties, 5 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	____	____	X

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
General Program Development (IEP):	X	____	X
Instruction/Therapy Plan Dev. (IIP):	X	____	X
Direct Instruct./Train. with Client:	X	____	X
Direct Therapy with Client:	X	____	X
Ongoing Eval. of Client Progress:	X	____	X
Family Training/Counseling/Therapy:	X	____	X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Valley Vision Project Developmental Scale; Subjective Teacher Evaluation; ophthalmological report; medical report; social/casework report.

Ongoing Evaluation/Monitoring Progress: Pre- and posttest: Developmental Scale - yearly; quarterly report on objectives and other student progress - four times yearly; per session data collection in objectives - daily.

BASIC DESIGN FOR PROGRAM EVALUATION: Children: Valley Vision Project Developmental Scale and related data collection system. Project: Assessment of 1) service delivery activities, 2) cooperation/coordination between project staff and community agencies, parent groups, etc., 3) cost-benefit ratios.

PROJECT TITLE: Project Link

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Developmental Center for Autistic Children (local education agency), Philadelphia, PA.

PROJECT ABSTRACT: Project Link has provided technical assistance in the form of consultation and training to the Philadelphia Board of Education and to the Developmental Center for Autistic Children. Our area of expertise and concern is evaluation, diagnosis and educational and clinical intervention and planning for severely emotionally disturbed and multihandicapped children and their families.

We have provided training to Mental Health Providers, Education Specialists and clinical staff. The thrust of our training has been to acquaint area professionals working with this population with: 1) a standardized tool (BRIAAC) that assesses eight areas including relationship, interest in mastery, social responsiveness, the intent to communicate, etc; 2) a total communication approach for a non-verbal non-communicating population; and 3) a systems approach to providing services and programming for severely emotionally disturbed children and their families.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe, multiple handicapped.

Ages: 2½-12.

PROJECT STAFF:

Administration: Dr. Bertram Ruttenberg, PI; Jean Rayboy-Ruttenberg, CO

Contact Person: Jean Rayboy-Ruttenberg, (215) 878-3400

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Parents	1	1.00	Physical Therapist
1	1.00	Speech/Communication Specialist	2	2.00	Administration
1	1.00	Movement Therapist	1	1.00	Support Staff
1	0.25	Music Therapist			

SERVICE AREAS: Inner city, major city; 1 school district, 1 county, 4 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		X
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X		
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Regional t[illegible]ng-technical class.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Behavior Rating Instrument for Autistic and Atypical Children, psychiatric evaluation, sensory integration evaluation, movement therapy evaluation, music therapy evaluation, speech and language evaluation.

Initial Diagnosis/In-Depth Assessment: Same as above except there is a six week assessment period, at the end of which a data base is completed in each of the above areas.

Ongoing Evaluation/Monitoring Progress: Educational therapy review, three-month intervals; progress indepth review, twice yearly; individual client review, weekly; I.E.P. review, twice yearly, with monthly monitoring.

BASIC DESIGN FOR PROGRAM EVALUATION: Comparison of all baseline evaluations with yearly evaluations completed over 2½ years. This comparison will be analyzed and charted.

PROJECT TITLE: Educational Program for Severely Multihandicapped Children and Youth with Auditory Impairment

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: The Pennsylvania State University (higher education agency), University Park, PA.

PROJECT ABSTRACT: The Multiply Handicapped Education Project at the Speech Pathology and Audiology (SPA) Program of The Pennsylvania State University is attempting to provide a better education for severely disabled school age children with hearing impairments. The principle goals of the project are the following: to identify children in the service area who are hearing impaired and have one or more other severe handicaps; to provide adequate intellectual and psychosocial evaluations for all children in the demonstration classroom and a limited number of other environments; and to serve many other children by providing training for teachers and clinicians. The project staff hope to provide demonstration of a viable approach to the education of the target population.

Important aspects of the project include the following: development of a service delivery model for a rural population of multiply handicapped hearing impaired children; the Child-Based Information System, in which a bank of strategies and a detailed record of goals and accomplishments aid teachers in planning and conducting a multiply handicapped child's educational program; involvement of parents, with an extension of classroom educational programs into the home, and an effort to help parents better understand and cope with their handicapped child; extensive dissemination to professionals, through inservice training and the preparation of a handbook on the education of multiply handicapped, hearing impaired children.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 5-21.

PROJECT STAFF:

Administration: Dr. Bruce M. Siegenthaler, PI; Dr. Richard C. Nowell, CO

Contact Person: Dr. Richard C. Nowell, (814) 863-2019

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Children	1	0.50	Psychologist
1	1.00	Teacher/Instruct. Staff for Parents	1	0.60	Support Staff
2	1.00	Teacher Aide/Intern/Assistant	1	0.25	Audiologist
1	0.15	External Evaluator			

SERVICE AREAS: Small town, rural; 8 school districts, 7 counties, 13 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
Referral to Appropriate Program:	X		X
General Program Development (IEP):	X		X
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:	X	X	X
Direct Therapy with Client:	X		X
Ongoing Eval. of Client Progress:	X		X
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Inservice training to other LEAs, preparation of training materials, consulting.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Audiologic screening and testing.

Initial Diagnosis/In-Depth Assessment: Bayley Scales of Infant Development, WISC-R Performance, Leiter IPS, Hiskey-Nebraska, Vineland, Pre-school Attainment.

Ongoing Evaluation/Monitoring Progress: Child-based Information System (CBIS) (ongoing).

BASIC DESIGN FOR PROGRAM EVALUATION: CBIS - monitoring of progress; various original questionnaires.

PROJECT TITLE: Programs for the Orthopedically Multiply Impaired in Self Realization Education

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Easter Seal Society of Rhode Island (private, non-profit agency) East Providence, RI.

PROJECT ABSTRACT: The aim of Project PROMISE is to develop an instructional model to supplement the basic educational program for orthopedically impaired severely multiply handicapped children that will lead to optimal self-sufficiency. The project specifically hopes to foster functional communication, maximize independent physical functioning, emphasize positive self-image and interpersonal relationships, and develop work readiness and independent living skills. The project serves 12 severely multiply handicapped children with primary orthopedic impairment, aged 9-13, who attend Meeting Street School in East Providence, Rhode Island, and live at home. The past rate of academic growth and severity of physical impairment for these children pose serious obstacles to achieving self-sufficiency.

The project is school based, with activities extending into home and community through the Rhode Island Easter Seal Society. Project staff include a Project Director, project assistant, teaching assistants, special education teachers, psychologist, social worker, physical therapist, occupational therapist and diagnostic coordinator. Parents receive individual counseling and participate in parent group activities provided by a professionally qualified social worker. Monthly sessions for home programming with parents and team members provide a milieu for communication between parents and project staff, and insure consistency in management techniques. Additionally, parents are encouraged to volunteer in the classrooms, provide manpower for special events and serve as agents for shaping positive societal attitudes.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe, multiple handicapped.

Ages: 12-16.

PROJECT STAFF:

Administration: Mrs. Barbara Fazzano, PI, CO

Contact Person: Mrs. Barbara Fazzano, (401) 438-9500

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	0.50	Occupational Therapist
3	3.00	Teacher Aide/Intern/Assistant	1	0.50	Physical Therapist
1	0.50	Speech/Language Specialist	1	0.50	Psychologist
1	0.50	Administration	1	0.50	Support Staff

Other Staff: (Cont'd.)

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.10	Medical Staff	1	1.00	Social Worker
2	1.60	Child Care Worker			

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; 10 school districts, 6 counties, 1 school/service facility.

SERVICE SITES: Special secondary school, clients' residences (private homes), group home.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	____	____	X
General Program Development (IEP):	X	____	____
Instruction/Therapy Plan Dev. (IIP):	X	____	____
Direct Instruct./Train. with Client:	X	____	____
Direct Therapy with Client:	X	____	____
Ongoing Eval. of Client Progress:	X	____	____
Family Training/Counseling/Therapy:	X	____	____

Other services provided directly by project staff: Neurological reevaluation, orthopedic reevaluation.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Neurological and orthopedic examination; Psychological - standardized when applicable and/or P.S.R.; checklist scale of skills - occupational therapy speech and language and physical therapy; academic levels - standardized where applicable and checklist.

Ongoing Evaluation/Monitoring Progress: Initial testing repeated each year - ongoing evaluation every six months. Written progress reports every six months. Monthly review of IEP and progress for curriculum revision.

BASIC DESIGN FOR PROGRAM EVALUATION: Evaluation will be by third party. Effort will be a summative assessment of the objectives of the project over a three-year period. Data on services to children to be obtained through testing and observation of participants and a small comparison group. Both individual and group achievement will be analyzed. Other objectives will be measured by questionnaires, interviews and examination of project records.

PROJECT TITLE: School-Age Multihandicapped: SAM Project

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Capital Area Rehabilitation Center (private, non-profit), Austin, TX.

PROJECT ABSTRACT: This project is developing and implementing a comprehensive education/training and related service model which includes: a screening and referral service; in-depth evaluation and diagnosis; individualized education programs for participating children; educational and counseling services for parents, guardians and siblings; and pre- and inservice training for staff.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to profound, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Joye A. Scheffler, MEd, PI, CO

Contact Person: Joye A. Scheffler, MEd, (512) 476-4567

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	1.00	Support Staff
5	5.00	Teacher Aide/Intern/Assistant	1	1.00	Health Care

SERVICE AREAS: City, suburban, small town, rural; 8 school districts, 10 counties.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained by Staff	Other
Direct Therapy with Client:	X	____	____
Ongoing Eval. of Client Progress:	X	____	____
Family Training/Counseling/Therapy:	X	____	____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Woodcock Reading, Key Math, Circus, AAMD, Peabody Picture Vocabulary, Detroit Tests of Learning Aptitude, Bayley, Ayers Motor Accuracy Test.

Ongoing Evaluation/Monitoring Progress: September, 1979; January, 1980; April, 1980.

BASIC DESIGN FOR PROGRAM EVALUATION: Third-party evaluator utilizes an Evaluation Design Summary Chart to measure accomplishment of project objectives which includes: 1) performance objective, 2) measurement instruments, and 3) data collection procedures. A plan is also in place for assessing the extent of program activities completed on time.

PROJECT TITLE: MHVI PROJECT

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Texas School For The Blind (local education agency), Austin, TX.

PROJECT ABSTRACT: The MHVI Project provides for direct and indirect services to 40 multihandicapped visually impaired children, ages 6-21, residing within a 40 mile radius of Austin, Texas. The project children are either homebound or are being served by a local agency or facility which has the primary responsibility for educational planning.

The supplemental project services include parent counseling and training, referrals and follow-up for low vision and medical evaluation, and formal evaluation in the following areas: orientation and mobility, speech therapy, and occupational therapy. Additional services include IEP development, curriculum development and monitoring, direct teaching and therapy, consultation and training of LEA teachers and staff, provision of educational materials on a loan basis, securing and coordinating special services and funding, and advocacy service for each MHVI child.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to profound, multiple handicapped/visually impaired.

Ages: 6-22.

PROJECT STAFF:

Administration: William H. Miller, PI; Marty Murrell, PD

Contact Person: Marty Murrell, (512) 454-8631

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Speech/ Communication Specialist	1	1.00	Occupational Therapist
1	1.00	Orientation and Mobility Instructor	1	0.75	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; 5 school districts, 5 counties, 8 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special vocational school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Vision screening.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Observation.

Initial Diagnosis/In-Depth Assessment: Oregon Project, Receptive Expressive Language Assessment, Southern California Sensory Integration Test, Fiorentino Reflex testing, staff-developed checklist.

Ongoing Evaluation/Monitoring Progress: Formal - yearly; IEP Review - three month intervals; progress report - daily.

BASIC DESIGN FOR PROGRAM EVALUATION: None specified (see above).

PROJECT TITLE: Project SPICY: Severely and Profoundly Impaired Children and Youth

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: University of Texas at Dallas (higher education agency), Richardson, TX.

PROJECT ABSTRACT: A public school demonstration program for severely/profoundly mentally retarded children and youth is being provided by the Special Education Program at The University of Texas at Dallas in cooperation with the Dallas Independent School District. The objective of this program is to demonstrate and disseminate a service delivery system which emphasizes an interaction approach to training and also is responsive to PL 94-142 through: 1) demonstration of pupil identification, screening and assessment services followed by design, implementation and evaluation of an interaction-type Individualized Education Plan (IEP); 2) demonstration of pre- and inservice interaction-type training plus ongoing consultation for the educational staff which provides educational programs to the 59 pupils included in the project; and 3) demonstration of supervised parent training which is designed to extend the IEP into the home.

The major goal which underlies all activities is to assist severely and profoundly mentally retarded pupils in the achievement of purposeful, goal-directed interaction with the surrounding environment (objects and people). Demonstration of the service delivery model combines the efforts of the university and public school staffs as both seek to meet the needs of the severely and profoundly mentally retarded pupils and their parents or parent surrogates. Throughout the project evaluative measures will be employed which are designed to furnish data on the effectiveness of the model.

The thrust of the third-year activities will be on the demonstration/dissemination of project components. Increased concern about energy, fiscal restrictions within local education agencies, excessive travel distances within the Southwest and local constraints regarding personnel release time necessitate a series of field demonstrations as well as maintenance of demonstration sites in Dallas. These field demonstrations will consist of ten one-week field demonstrations during the summer of 1979 with folllow-up sessions in the fall and one and two-day field demonstrations on specific project components, (e.g., parent involvement, staff training, classroom programming) in the spring of 1980.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Beth Stephens, Ph.D., PD; Les Sternberg, Ph.D., CO-PD; Sylvia Jenkins, Supervisor

Contact Person: Beth Stephens, (214) 690-2057

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
2	1.75	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; Project serves five states.

SERVICE SITES: Regular elementary school, regular higher education school, special elementary school, residential facility, special center (non-school), clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	X	X	X
General Program Development (IEP):	X	X	
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:		X	
Ongoing Eval. of Client Progress:	X	X	X
Family Training/Counseling/Therapy:	X	X	

Other services provided directly by project staff: Classroom demonstrations, resource materials equipment, references, curriculum development assistance.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Callier-Azusa Scale (ongoing); Development Pinpoint (ongoing); Fels Parent Behavior Rating Scale (Parent Progress).

BASIC DESIGN FOR PROGRAM EVALUATION: The pupil component, the staff component, the parent component and field demonstration are being evaluated.
Pupil component: Emphasis on the Callier-Azusa, pre/post.
Staff component: Assessment of demonstrable competencies.
Parent component: Callier-Azusa, pre/post; Fels Parent Behavior Rating Scale.
Field demonstration: 1) Evaluation of demonstration by participants, using forms; 2) utilization data through structured surveys; and 3) supervisor's ratings of participants.

PROJECT TITLE: Exemplary Service Project

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Exceptional Child Center, Utah State University (higher education agency), Logan, UT.

PROJECT ABSTRACT: The Exemplary Service Project at Utah State University was first funded in FY 1977-78. Since that time the project has developed the major components of a model program for severely/profoundly mentally retarded children and youth. The four major components of the project are Service, Cooperation and Coordination, Dissemination and Evaluation.

The first component, Service , includes the development of an individualized service program consisting of an IEP, an individualized health plan, and an individualized social service plan. Each of these items is developed in a cooperative effort between parents, the child, whenever possible, and the specialists working with the child. In addition, the Service component coordinates parent involvement with the staff, provides parent training in a variety of areas, provides parents with materials, and serves to keep parents involved in their child's individualized program. The project also provides pre- and inservice training to project staff members in order to assure their competence in providing an effective program for the project clientele.

The second major component of the project emphasizes cooperation and coordination with interested individuals, agencies, and organizations. Project staff regularly meet with personnel from various local and state agencies and organizations as a function of their position roles. These interactions result in ongoing exchanges of information, visits by individuals to the project, and cooperative efforts toward improving the quality of life for the severely/profoundly retarded.

The third major component involves the dissemination of information. This phase of the program is designed to aid Cooperation and Coordination by providing information to interested indivduals, including parents, professionals, paraprofessionals and legislative personnel.

The fourth component of the project is Evaluation. The project regularly evaluates the progress of each child being served, as well as each component of the project, and revises activities as deemed appropriate by the evaluation information.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded.

Ages: 5-18.

PROJECT STAFF:

Administration: Dr. Sebastian Striefel, PI; Dr. Alan Hofmeister, Co-PI

Contact Person: Seb Striefel, Ph.D., (801) 750-1985

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Staff	1	0.50	Occupational Therapist
1	0.50	Instruct. Staff for Parents	2	1.50	Psychologist
3	1.25	Outreach Specialist			

SERVICE AREAS: City, rural; 8 school districts, 5 counties, 1 school/service facility.

SERVICE SITE: Special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Referral to Appropriate Program:		X	
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):		X	
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:		X	
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:		X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Slossen Intelligence Test; Adaptive Behavior Scale.

Initial Diagnosis/In-Depth Assessment: Callier-Azusa; Alpern-Boll; individual assessment and curriculum system.

Ongoing Evaluation/Monitoring Progress: Each of above listed instruments twice per academic year.

BASIC DESIGN FOR PROGRAM EVALUATION: Locally developed evaluation instruments are used to evaluate each phase/activity of project. Instruments previously listed are used to evaluate child progress. In addition, daily data on child progress is collected.

PROJECT TITLE: Project APT

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Kilmer Center (local education agency), Vienna, VA.

PROJECT ABSTRACT: Project APT demonstrates an efficient method of assisting administrators, parents, and teachers to meet requirements of PL 94-142. To fulfill new responsibilities under this mandate, these individuals will be assisted by a team of experienced professionals who have demonstrated particular skills in assessing, programming for, and training severely/profoundly mentally retarded pupils. Activities of the APT team will include training parents and teachers in assessment procedures (areas of strengths and dysfunctions), demonstrating prescriptive educational techniques and consulting with teachers and parents regarding curriculum adaptation, therapeutic intervention, adaptive equipment and behavior management.

Project APT operates within the Special Education Division of Fairfax County Public Schools, Virginia. Fairfax County is presently in the process of combining its programs for multihandicapped students with the existing programs for moderately retarded students. This will result in the development of two regional centers, one north county and one south county. The north county program, Kilmer Center, the demonstration site for Project APT, opened in September, 1978, and is currently serving approximately 50% of the existing student population.

Project APT serves approximately 120 severely/profoundly mentally retarded students ranging in age from 6 to 21 years. During this year, Project APT will include staff who will comprise an interdisciplinary team providing expertise in the areas of motor development, developmental and educational assessment, physical and occupational therapy, neuromotor development and media design.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, seriously emotionally disturbed, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Joan C. Gendreau, PI; Minna Vogel, CO

Contact Person: Joan C. Gendreau, (703) 698-1600

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	1.00	Teacher/Instruct. Staff for Staff and Parents	1	0.50	Occupational Therapist
1	0.50	Teacher Aide/Intern/Assistant	1	1.00	Physical Therapist
1	1.00	Graphic Artist	1	0.50	Support Staff

SERVICE AREA: Suburban; 1 school district, 1 county, 2 schools/service facilities.

SERVICE SITE: Special center (school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	
Referral to Appropriate Program:	X	X	
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:		X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Hearing screening; vision screening; physical function screening; oral motor screening; Cognition Checklist; Home Information Questionnaire.

Initial Diagnosis/In-Depth Assessment: Screening profile; screening summary; Developmental Achievement Wheel; Maladaptive Behavior Checklist.

Ongoing Evaluation/Monitoring Progress: Developmental Achievement Wheel.

BASIC DESIGN FOR PROGRAM EVALUATION: Using two third-party evaluators, Project APT is examining overall effectiveness based on 1) fulfillment of project objectives and 2) ability to continue products and components without project staff.

PROJECT TITLE: Community-Based Prevocational Training Program for Severe/ Profound Youth

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Wilson Pacific School (local education agency), Olympia, WA.

PROJECT ABSTRACT: Significant components of the project and categories of activities include: Prevocational training using systematic instruction - providing prevocational, self-help, and community living education and services to target pupils via systematic instruction with attention to entry-level behaviors for vocational and residential placements; 2) community liaison component - identifying, assessing, and developing cooperative relationships with vocational facilities and workshops in the community, providing transit training, developing trial placements, arranging for final placements after appropriate training, and providing follow-up; 3) family involvement and training - providing continuity between the home and school, assessing needs of the family, individual and group training of family and residential staffs for carrying out programs at home, providing information about community resources and referral services, identifying and assessing entry-level skills in residential facilities, arranging placements and follow-up; 4) interdisciplinary educational team - the team approach is used to meet varied needs of pupils and plan programs.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 16-21.

PROJECT STAFF:

Administration: Al Lynch, Supervisor, Office of the Superintendent of Public Instruction, PI; Jim McConnell, Principal, CO

Contact Person: Al Lynch, (206) 753-6735

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.50	Teacher/Instruct. Staff for Children	1	1.00	Community Liaison
1	1.00	Teacher/Instruct. Staff for Parents	4	2.50	Teacher Aide/ Intern/Assistant

SERVICE AREA: Major city; 1 school district, 1 county, 1 school/service facility.

SERVICE SITE: Special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Referral to Appropriate Program:	X	____	X
General Program Development (IEP):	X	____	____

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:	X		X
Direct Therapy with Client:	X		
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: PAI (Pre-Vocational Assessment Inventory); VIEWS; PACG (Pre-Vocational Assessment and Curriculum Guide); PAC (Progress Assessment Chart); Behavioral Analysis of Family-Child Interaction; UPAS (Uniform Performance Assessment Scale).

Ongoing Evaluation/Monitoring Progress: UPAS; PACG; PAC.

BASIC DESIGN FOR PROGRAM EVALUATION: Third-party evaluation.

PROJECT TITLE: Program for Severely Orthopedically Impaired Mentally Retarded Children and Youth

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 3rd

OPERATIONAL BASE: Shawnee Hills Community Mental Health and Mental Retardation Center (private, non-profit), Institute, WV.

PROJECT ABSTRACT: The Program for Severely Orthopedically Impaired/Mentally Retarded Children and Youth is an intensive home-based training program designed to serve mentally retarded children aged 6-21, whose severe orthopedic impairments render them virtually immobile and unable to participate in any center-based program. The project utilizes direct intervention and educational training for each child with emphasis placed upon parental involvement.

The overall objectives of the program are 1) to prevent the institutionalization of any mentally retarded individual from Region III (Boone, Clay, Kanawha, and Putnam counties) and 2) to provide the mentally retarded with as much of a normal life-style as possible. Specifically, the program will: 1) provide direct therapeutic and educational services to mentally retarded/orthopedically impaired children, 2) increase parental knowledge and involvement through training and active participation in the implementation of their child's program, and 3) serve as a model project suitable for replication throughout the nation where the severely orthopedically impaired/mentally retarded children are still being left unserved.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Brenda Duke McBrayer, PI; CO

Contact Person: Brenda Duke McBrayer, (304) 768-3901

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Parents	1	0.50	Occupational Therapist
1	0.16	Speech/Communication Specialist	1	0.25	Physical Therapist
3	0.40	Administration	1	0.20	Medical Staff
2	2.00	Home Trainers			

SERVICE AREAS: Small town, rural; 4 school districts, 4 counties.

SERVICE SITE: Clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		X
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IIP):	X		
Direct Instruct./Train. with Client:		X	
Direct Therapy with Client:		X	
Ongoing Eval. of Client Progress:	X		
Family Training/Counseling/Therapy:	X		

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Physical, psychological and dental examinations.

Initial Diagnosis/In-Depth Assessment: The TARC Assessment System, West Virginia Assessment and Tracking System, Parent/Child Evaluation, Peabody Picture Vocabulary Test, REEL, A Cerebral Palsy Assessment Chart, A Muscle Test for Patients with Spastic Paralysis, nutritional assessment, O.T./P.T. informal assessments, Impedence Test.

Ongoing Evaluation/Monitoring Progress: All assessments are re-administered yearly. Progress is monitored monthly/daily through the recording of client data/progress for priority IEP/IPP goals. Progress is also monitored quarterly through clinics; all staff visit the client's home and evaluate progress/work with parent. Parent/child evaluation service monthly.

BASIC DESIGN FOR PROGRAM EVALUATION: Each segment is evaluated separately: Quarterly Report Analysis Form, Interim Report Analysis Form, Client Recommendation Form, Parental Interview Form and Attitude Scale, Individual Program Plan, Parent Handbook Evaluation Questionnaire, Newsletter Evaluation Questionnaire, Parent Training Packet Evaluation Questionnaire, Staff Training Evaluation, Training Evaluation Sheet, Deliverable Draft Review Form, Presentation Evaluation Form.

PROJECT TITLE: **Strategies for Developing Age-Appropriate Curricular Content and Public School Service Delivery Models Designed to Prepare a Wide Range of Secondary Aged Severely Handicapped Students to Function as Independently and as Productively as Possible in Postschool Community, Vocational, Domestic and Recreational Environments**

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: University of Wisconsin (higher education agency), Madison, WI.

PROJECT ABSTRACT: An educational program concerned with preparing a wide range of severely handicapped students to function as independently and as productively as possible in their postschool years should be concerned with realizing thousands of appropriate educational objectives. Certainly, the authors and their colleagues are attempting to relate to such a plethora of appropriate educational objectives in as reasonable a fashion as possible. This project, however, will be primarily concerned with: 1) Demonstrating, verifying and disseminating strategies that can be used to develop age-appropriate curricular content and public school service delivery models that prepare a wide range of severely handicapped students to function as independently and as productively as possible in postschool community, vocational, domestic and recreational environments; 2) demonstrating, verifying and disseminating a follow-up ecological inventory strategy to secure evaluative information pertaining to the effects of a public school educational program on the subsequent vocational, domestic and recreational functioning of severely handicapped graduates and to contribute to the development of age-appropriate educational curricula for secondary aged severely handicapped students; and 3) demonstrating, verifying and disseminating curricular strategies for developing longitudinal interactions between secondary aged severely handicapped, less handicapped or nonhandicapped students and other citizens in school and non-school settings.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 13-21.

PROJECT STAFF:

Administration: Dr. Lou Brown, CO; Dr. Lee Gruenewald, CO

Contact Person: Dr. Lou Brown, (608) 262-2722

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Teacher/Instruct. Staff for Children	1	0.25	Administration
3	1.50	Teacher/Instruct. Staff for Staff	3	2.50	Support Staff
1	0.50	Social Worker			

SERVICE AREA: Major city; 1 school district, 1 county, 15 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	____	____	X
Referral to Appropriate Program:	____	____	X
General Program Development (IEP):	X	X	____
Instruction/Therapy Plan Dev. (IIP):	____	____	X
Direct Instruct./Train. with Client:	____	____	X
Direct Therapy with Client:	____	____	X
Ongoing Eval. of Client Progress:	____	X	____
Family Training/Counseling/Therapy:	____	____	X

Other services provided directly by project staff: Longitudinal follow-up of graduates, coordinating and conducting site visits, presentations and workshops.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Not applicable.

Initial Diagnosis/In-Depth Assessment: Ecological inventory strategy with discrepancy analysis.

Ongoing Evaluation/Monitoring Progress: Continuous: Individualized data probes and verifications of skills taught in functional environments.

BASIC DESIGN FOR PROGRAM EVALUATION: Discrepancy analysis of IEP objectives planned and accomplished.

PROJECT TITLE: Bay Area Severely Handicapped Deaf/Blind Project

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Frederic Burk Foundation/San Francisco Unified School District (local education agency and private, non-profit agency), San Francisco, CA.

PROJECT ABSTRACT: A model educational program for deaf/blind children, 5-12, who are also severely/profoundly multihandicapped is underway. The project operates a classroom for six students in a severely handicapped classroom in the San Francisco County public schools. This program differs from other deaf/blind classes in terms of innovative educational practices for a population functioning at very low adaptive behavior levels. The objectives of the program include the development of assessment systems to provide measures of functional visual and auditory efficiency. The results of applications of these assessment systems are used to modify and reformulate Individual Educational Plans (IEPs) which contain compensatory as well as remedial instructional objectives and teaching strategies for both visual and auditory impairment. The program is committed to a non-segregated service delivery model for deaf/blind children and returns referred students to their original severely multihandicapped classrooms following reformulation of IEP (about six months) and a two-week intensive, inservice training program provided to the child's original teacher. All program objectives are evaluated in an experimental data-based paradigm which includes a reliable and objective measurement on a system to evaluate IEP content, and on repeated measurement with a standardized assessment system. Additionally, outside evaluation consultants are employed during the second year. Project techniques and results will be disseminated by inclusion of assessment and training materials in an ongoing inservice training package for teachers of the severely handicapped which is slated for national dissemination, by inclusion in an ongoing series of statewide workshops for California teachers of the severely handicapped, by referral of all materials to the regional deaf/blind center, and by publication and presentation to national conferences.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, deaf-blind, multiple handicapped.

Ages: 3-12.

PROJECT STAFF:

Administration: Dr. Wayne Sailor, PI; Lori Goetz, CO

Contact Person: Lori Goetz, (415) 641-1573; (415) 469-1306

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Teacher/Instruct. Staff for Children	1	0.50	Support Staff
1	0.50	Teacher/Instruct. for Staff			
2	1.75	Teacher Aide/Intern/Assistant			

SERVICE AREAS: Inner city, major city, city, suburban; The number of school districts varies, 5 counties, 8 schools/service facilities.

SERVICE SITE: Special elementary school.

SERVICES FOR CHILDREN YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X	X	
Referral to Appropriate Program:	X		
General Program Development (IEP):	X		
Instruction/Therapy Plan Dev. (IP):	X		X
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:			X
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X		

Other services provided directly by project staff: Inservice training for teachers receiving project children.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Informal Auditory and Vision Assessment Checklists (developed by project staff).

Initial Diagnosis/In-Depth Assessment: 1) Michigan Manual for Assessment of Deaf/Blind Multiply Handicapped Children; 2) Functional Vision Assessment Manual (under development by staff); 3) Function Auditory Assessment Manual (under development by staff); 4) Formal audiological assessment by clinical audiologist.

Ongoing Evaluation/Monitoring Progress: Daily performance data on all instructional objectives, charted daily and used for instructional decision making.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Child change: daily classroom data; pre-post on Michigan Deaf/Blind Scale; 2) Innovative educational practices: experimental validation using single case designs; 3) Products (assessment manuals): outside evaluation team; 4) Inservice training: pre-post on teacher competencies from Project LEARN, Kansas; 5) Parent training: informal questionnaire.

PROJECT TITLE: The Severely Handicapped Youth Leisure Time Training Project

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: University of Hawaii Department of Special Education (higher education agency), Honolulu, HI.

PROJECT ABSTRACT: The major purpose of the Severely Handicapped Youth Leisure Time Training Project is to develop a Leisure Time Activities curriculum component which can be used within the classroom to supplement existing educational programming for the severely handicapped adolescent. The project considers the self-fulfillment rights and constructive utilization of leisure time to be a legitimate concern of educational services which have as their goal the normalization of adult life for the severely handicapped person. The two major goals of the project's curriculum component are 1) the development of necessary skill levels in leisure time activities which are developmentally and age appropriate as well as maximally generalizable to the natural (school and home) environment; and 2) the demonstration of self-initiation of play behaviors at each skill level with minimal supervision. This entails a major focus on self-initiation, maintenance and generalization concerns throughout the training program at each skill level, with maximum consideration for self-reinforcing capabilities of materials and activities themselves to promote the ultimate goal of independent, constructive use at leisure time by severely handicapped adolescents.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, seriously emotionally disturbed, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Dr. James Apffel, PI; Dr. Luanna Noeltz, PI; Bonnie Biel Wuerch, PD

Contact Person: Bonnie Biel Wuerch, (808) 948-7778

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
5	0.62	Teacher/Instruct. Staff for Children	4	1.55	Support Staff
1	0.25	Teacher/Instruct. Staff for Parents			
4	1.25	Graduate Assistants/Instructional Personnel for Children			

SERVICE AREAS: Major city, city, suburban; 2 school districts, 1 county, 3 schools/service facilities.

SERVICE SITES: Clients' residence (private homes); intermediate school, elementary and secondary, special education center.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:	X		
Direct Instruct./Train. with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X		

EVALUATION PROCEDURES:

Initial Screening or Child-Find: AAMD and TARC are administered to youth diagnosed by the Hawaii Department of Education as severely handicapped between ages 13 and 18.

Initial Diagnosis/In-Depth Assessment: Videotaped baseline samples of students' behavior during unstructured free time are coded for percent appropriate vs. inappropriate behaviors. All project youth are also baselined on task analyzed skill sequences.

Ongoing Evaluation/Monitoring Progress: 1) Daily data collection of child performance during training on task analyzed skill sequences; 2) at minimum, twice weekly collection of child preference data, self-initiation and duration of play during unstructured free time data; 3) biweekly video sample of a subsample of project youths' behavior with selected leisure time activities during an unstructured free-time period. These samples are coded for percent appropriate vs. inappropriate play behaviors; and 4) posttraining administration of AAMD and TARC.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Charges in skill level of students on selected leisure time activities; 2) changes in percent appropriate vs. inappropriate play behavior during unstructured free-time periods; 3) satisfaction/generalization measures: pupil preference for activities and charges in provider care/teacher perceptions; 4) replicability of project products through field test sites.

PROJECT TITLE: Engineering Process-Oriented Programming for Severely Handicapped Adolescents

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: University of Kansas Bureau of Child Research (higher education agency), Parsons, KS.

PROJECT ABSTRACT: This three-year model project serves severely/profoundly handicapped, non-verbal adolescents. Many youngsters in this population are further characterized by concomitant severe behavior disorders. Most programs and curricula currently available for this population target the development of a repertoire of highly specific "adaptive behaviors" and "prevocational" response classes. The premise of this project is that such programming must be supplemented by an awareness of the more generic interactive and processing skills which are not only essential to the student's ability to acquire new response repertoires, but also seem to be critical to any potential for a normalized "quality of life" for these individuals. These generic skill areas include motor, social interactive, and environmental information processing skills; and these are seen to culminate in the most generic skill area of all -- namely communication.

The goal of this model project then, is to develop an interactive, communication-oriented program characterized by the following features: 1) a two-dimensional curriculum, representing both generic skills and specific age-appropriate response development targets; 2) in-depth assessment procedures for identifying generic skill deficits associated with specific response deficits; 3) interactive training procedures utilizing small group training formats and in situ teaching in semistructured activity periods; 4) an engineered learning environment, consisting of activity zones, staff-student interaction policies, and specially created age-appropriate curriculum materials, all designed to evoke and reinforce targeted skills and responses and 5) direct liaison between the school program and a primary-caregiver in each student's living environment to promote environmental relevance and carryover of target behaviors.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped, (S/PMR with concomitant severe behavior and communication disorders).

Ages: 14-17.

PROJECT STAFF:

Administration: James E. McLean, Ph.D., PI; Lee Snyder-McLean, Ph.D., CO
Charity M. Rowland, Ph.D., Evaluation Specialist

Contact Person: Lee Snyder-McLean, (316) 421-6550, ext. 395

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	1.00	Speech/Communication Specialist	1	0.75	Support Staff
1	1.00	Research Assistant			

SERVICE AREA: Rural (students reside in a state institution located in rural areas); 1 school district, 1 county, 1 school/service facility (available as resource to whole region).

SERVICE SITE: Residential facility (special school located on grounds).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:	X	X	
Ongoing Eval. of Client Progress:	X	X	

Other services provided directly by project staff: Intensive assessment, inservice workshops.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Subject-selection: TARC; review of existing IEPs and teacher report.

Initial Diagnosis/In-Depth Assessment: (Repeated at 12-month intervals). Uzgiris and Hunt Ordinal Scales of Psychological Development; Sequenced Inventory of Communication Development; Callier-Azusa Scales; Bates Communication Interview; event sampling.

Ongoing Evaluation/Monitoring Progress: In addition, a "Verbatim Rate Code", originally developed by K. Stremel-Campbell, is employed at two-week and four-week intervals (depending on communication level of S) to record communication directed toward and produced by each student during a 15-minute period in each of three different settings; daily program data; "People Skills" and "Things Skills" - experimental edition of prescriptive assessment tool developed through this project.

BASIC DESIGN FOR PROGRAM EVALUATION: A quasi-multiple-baseline design; performance gain rates; evaluation measures, instruments and procedures listed above.

PROJECT TITLE: Vocational Habilitation for Severely Handicapped Youth Project

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Department of Special Education, University of Missouri-Columbia and Woodhaven School (publicly funded agency and private, non-profit agency), Columbia, MO.

PROJECT ABSTRACT: The primary purposes of the Vocational Habilitation Project are to develop, implement and disseminate a replicable model of community-based vocational assessment, training, and placement services. Services provided include analysis of the local labor market and specific job analyses of on-the-job and related skill requisites of employment. Client assessment and training activities are then conducted based on these job requisites. Client training occurs in community job sites rather than in more restrictive (institutional) sites. Skills acquisition, maintenance, and generalization across trainers and sites are monitored.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, mentally retarded, seriously emotionally disturbed, multiple handicapped.

Ages: 13-19.

PROJECT STAFF:

Administration: Dr. Sandra Alper, PI; Lucy Choisser, CO

Contact Person: Dr. Sandra Alper, (314) 882-3741

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	1.00	Teacher/Instruct. Staff for Children	1	1.00	Occupational Therapist
1	1.00	Speech/Communication Specialist	1	1.00	Support Staff
1	1.00	Vocational Specialist			

SERVICE AREAS: City, small town; 1 school district, 3 counties, 2 schools/service facilities.

SERVICE SITES: Residential facility, job sites in community.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:		X	X
General Program Development (IEP):	X	X	

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	Staff	Trained By Staff	Other
Instruction/Therapy Plan Dev. (IIP):	X	X	
Direct Instruct./Train. with Client:	X	X	
Direct Therapy with Client:			X
Ongoing Eval. of Client Progress:	X	X	
Family Training/Counseling/Therapy:	X	X	X

Other services provided directly by project staff: Maintain contacts with employers.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Criterion - referenced assessments relative to on-the-job and related skill requisites of community based jobs are conducted with each client.

Ongoing Evaluation/Monitoring Progress: 1) Daily data are collected on skills acquisition, maintenance, generalization of skills and production rates utilizing a multiple-baseline format; 2) number of hours/week spent in the community by each client is monitored, along with number of new skills learned and time to criterion measures; 3) all training objectives and training strategies are reviewed on a monthly basis.

BASIC DESIGN FOR PROGRAM EVALUATION: All project components are evaluated using a Discrepancy Evaluation Model (DEM) design. Overall project evaluation activities are conducted by an independent, external evaluation consultant.

PROJECT TITLE: Assessing and Developing the Communication Abilities of Deaf-Blind Children

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: New York University (higher education agency), New York, NY.

PROJECT ABSTRACT: The goal of this project is to specify a series of assessment methods and instructional strategies regarding the most effective procedures to stimulate and improve the communication abilities of deaf-blind children between 5 and 12 years of age. The project encompasses several components: 1) in-depth assessment of the population to determine deficits, strengths, and learning modalities which can be useful in the development of communication; 2) selection and modification of teaching processes through which communication skills may be taught; 3) content vehicles for the specific development of communication skills; and 4) dissemination models for sharing validated project materials, methods, and measures nationwide.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to profound, deaf-blind.

Ages: 5-12.

PROJECT STAFF:

Administration: Dr. Jerome D. Schein, PI; Linda Kates, CO

Contact Person: Dr. Jerome D. Schein, (212) 598-2305

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	2.00	Administration	1	0.50	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural; 9 schools/service facilities.

SERVICE SITES: Residential facility; special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Direct Instruct./Train. with Client:		X	
Ongoing Eval. of Client Progress:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Behavior Rating Instrument for Autistic and Other Atypical Children (BRIAAC); Wolf Inventory of Psycholinguistic Progress (WIPP); Callier-Azusa Scale.

Ongoing Evaluation/Monitoring Progress: BRIAAC - two times/year; WIPP - ongoing recording of emerging communication abilities; Callier-Azusa Scale - two times/year.

BASIC DESIGN FOR PROGRAM EVALUATION: Prior to curriculum intervention, the student is assessed using the Behavior Rating Instrument for Autistic and Other Atypical Children (BRIAAC) and the Wolf Inventory of Psycholinguistic Progress (WIPP). Upon completion of the intervention, they will be re-assessed using BRIAAC and WIPP. Comparison of the data will determine the effectiveness of the program.

PROJECT TITLE: Vocational Opportunities Cooperative

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Specialized Training Program, Center on Human Development, University of Oregon (higher education agency), Eugene, OR.

PROJECT ABSTRACT: This project provides services to multiple handicapped/severely retarded adolescents through: 1) direct assistance to teachers in identifying and reaching student IEP vocational objectives; 2) development, testing, and dissemination of a ten-part generalized vocational skills curriculum for classroom teachers; 3) single subject research in the area of vocational instruction; 4) identification and provision of vocational instructional materials for classroom teachers; 5) restructuring the vocational domain of Oregon Statewide Student Progress Record; and 6) dissemination of project activities through the Oregon-MR-DD network as well as relevant national journals.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, multiple handicapped.

Ages: 13-19.

PROJECT STAFF:

Administration: Dr. G. Thomas Bellamy, PI; Heidi Rose, CO; Darla Wilson, CO

Contact Person: Heidi Rose, (503) 686-5311

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.50	Instructional Support Specialist	1	0.25	Evaluator
1	0.50	Instrument Specialist	1	1.00	Support Staff
1	1.00	Media Specialist	1	0.50	Designer
2	1.50	Curriculum Specialist	1	0.50	Administration

SERVICE AREA: City.

SERVICE SITES: Regular secondary school, special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
General Program Development (IEP):	X		X
Direct Instruct./Train. with Client:	X	X	X

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Skill acquisition is measured as part of the total vocational skills curriculum.

BASIC DESIGN FOR PROGRAM EVALUATION: Field testing of curriculum packages; advisory committee meetings (every six months).

PROJECT TITLE: **Model Project for Deaf-Blind Youth 13-21**

TYPE OF PROGRAM: SNP **FUNDING YEAR:** 2nd

OPERATIONAL BASE: Teaching Research Special Education Department (higher education agency), Monmouth, OR.

PROJECT ABSTRACT: The intent of this project is three-fold. The first goal is to demonstrate that deaf-blind youth can be educated in the classrooms which are not solely set up for the education of deaf-blind children. The project intends to demonstrate that a teacher of the severely handicapped can in fact accept into the classroom two or three deaf-blind youth and provide an optimal educational environment for them. Since demonstrating this fact is only half the task, the project will design an inservice training approach for training teachers in this model of educating severely handicapped/deaf-blind youth. The movement away from a segregated classroom established solely for deaf-blind children is consistent with the least restrictive alternative mandated by PL 94-142.

The Parent Training Clinic will serve as a programming resource to parents (natural or foster), classroom teacher and group home staff. Parent Training Clinic staff will provide programming and training in areas of remediation of inappropriate behaviors, in either the home or school environment, in addition to skill development programs. They may also serve as a resource to assist in the coordination of a consistent programming effort between home and school.

Secondly, it is the intent of this project to design and field test an upper level curriculum specifically designed for deaf-blind youth. The curricular items will be initially developed within the severely handicapped/deaf-blind classroom at Teaching Research and then will be extensively field tested with the deaf-blind population in Oregon and Alaska.

Thirdly, this project speaks directly to a major area of concern in the education of deaf-blind youth -- prevocational training. This training area can be considered as a major step for all deaf-blind youth towards the development of his/her potential and eventual independent living.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, deaf-blind.

Ages: 13-21.

PROJECT STAFF:

Administration: David Templeman, PI, CO

Contact Person: David Templeman, (503) 838-1220

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
1	0.50	Teacher/Instruct. Staff for Children	1	1.00	Support Staff
3	2.00	Teacher/Instruct. Staff for Staff	1	1.00	Curriculum Coordinator
1	0.10	Teacher/Instruct. Staff for Parents			

SERVICE AREAS: Major city, city, small town, rural; 6 school districts, 5 counties, 15 schools/service facilities.

SERVICE SITES: Regular secondary school, regular higher education school, residential facility, special center (non-school), clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	Staff	Trained By Staff	Other
Screening/Child-Find:			X
Referral to Appropriate Program:	X	X	X
General Program Development (IEP):	X	X	
Instruction/Therapy Plan Dev. (IIP):	X	X	X
Direct Instruct./Train. with Client:		X	X
Direct Therapy with Client:		X	X
Ongoing Eval. of Client Progress:		X	X
Family Training/Counseling/Therapy:	X	X	

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Those deaf-blind children participating in the program in the states of Alaska, Utah and Oregon are contained in the state's VI-C Deaf-Blind Registry.

Initial Diagnosis/In-Depth Assessment: The diagnosis and/or assessment instruments vary over project sites. These include the use of the Teaching Research Curriculum, Camelot Behavior Checklist, Callier-Azusa, and teacher-made material.

Ongoing Evaluation/Monitoring Progress: Trial-by-trial data for each student enrolled in a specific program, group data on selected children; teacher-made checklists (weekly/monthly); (Student Progress Record/Oregon) two times per year. The tests and data collected vary across project sites.

BASIC DESIGN FOR PROGRAM EVALUATION: Most of the evaluation for the overall effectiveness of the project is based on child or student data. Programs completed by the child under the development of the curriculum and daily to weekly data on programs completed in the T.R. classroom and group home are recorded and reported. All data are reviewed weekly/monthly/or quarterly.

Learning Disabilities Research Institutes

PROJECT TITLE: The Chicago Institute for Learning Disabilities

TYPE OF PROGRAM: LDRI **FUNDING YEAR:** 3rd

AGE RANGE OF POPULATION SERVED: 6-12.

PROJECT ABSTRACT: The Chicago Institute for Learning Disabilities is engaged in a research program based on a perspective which emphasizes the reciprocal relationship between characteristics of the child, the school and the family. The Institute's target population is comprised of kindergarten and elementary school aged children from urban suburban, public and private schools.

The Institute is organized into four core research programs. One program is focused on learning disabled children's attributions about success and failure, and their social-language competence as they interact with peers, teachers and parents. A second research program is focused on LD children's nonverbal behaviors, ingratiation strategies and others' attributions toward them. The third research program is involved with the oral reading and reading comprehension of LD children; while the fourth program is concerned with learning and memory of LD children.

The Institute's programmatic research is designed to shift into studies of intervention and generalization as each program generates significant findings about LD children. To date, intervention research is underway on LD children's responses to success and failure, listener skills, and oral reading and reading comprehension.

The Institute is concerned with training and dissemination. These goals are achieved through the inclusion in the program of postdoctoral fellows and research assistants who plan to continue graduate studies, and through presentations at teacher's meetings, workshops and professional conferences. Dissemination is also achieved through publications of articles and chapters, and a newsletter which includes a list of the reports available for distribution.

SERVICE SITES: Regular elementary school, special elementary school.

PROJECT STAFF:

Administration: Dr. Tanis Bryan, PI, CO

Contact Person: Dr. Tanis Bryan, (312) 996-4948

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
4	4.50	Professors	1	1.00	Postdoctoral fellow
14	2.50	Research Assistant	2	2.00	Support Staff

BASIC DESIGN FOR PROGRAM EVALUATION: Since this is a research institute, the basis for program evaluation consists of the quantity and quality of the research produced by core programs, the dissemination of these results to professional and parent groups, the acceptance of these works for publication in journals and books, and the implication of the findings for the field of learning disabilities.

PROJECT TITLE: University of Kansas Institute for Research in Learning Disabilities

TYPE OF PROGRAM: LDRI **FUNDING YEAR:** 3rd

AGE RANGE OF POPULATION SERVED: 13-25.

PROJECT ABSTRACT: The Kansas Institute, a joint research effort involving the Department of Special Education and the Bureau of Child Research, has specified the learning disabled adolescent and young adult as the target population. The Institute is committed to the development of a comprehensive epidemiology data base as a strategy for describing learning disabilities as a behavioral set among adolescents. Such a description will serve as a basis for the design and validation of intervention and support systems that enhance the adolescent's performance in school, home, community, and employment settings. The major responsiblity of the Institute is to develop effective means of identifying populations at the secondary level and to construct interventions that will have an effect upon school performance and life adjustment. Specific goals include: 1) The substantiation of the impact of childhood learning disablities on adolescent and adult adjustment; 2) the development of validated criteria which identify LD adolescents and young adults in school and non-school settings; 3) the development and validation of interventions that are sufficiently powerful to lessen, remediate, or compensate for the effect of learning disabilities on the life performance of LD individuals; 4) The development of optimal school and non-school support systems that maximize the performance of adolescents and young adults. Much of the research of the Kansas Institute is conducted in school settings; however, several areas of research have been designed to study the problems of LD adolescents and young adults in non-school settings, such as employment, the juvenile justice system and the military.

SERVICE SITES: Regular secondary school, regular vocational school, residential facility, special center (non-school), military.

PROJECT STAFF:

Administration: Dr. Edward L. Meyen, PI; Dr. Richard L. Schiefelbusch, PI; Dr. Donald D. Deshler, CO

Contact Person: Dr. Donald D. Deshler, (913) 864-4780

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
3	0.50	Research Associates	2	0.75	Research Assistants
1	1.00	Associate Coordinator	27	0.50	Research Assistants
1	1.00	Research Scientist			

BASIC DESIGN FOR PROGRAM EVALUATION: Each study being conducted in the Institute uses instruments and/or tests appropriate to the nature of the study. Details of the procedures for individual studies are available.

PROJECT TITLE: University of Minnesota Institute for Research on Learning Disabilities

TYPE OF PROGRAM: LDRI **FUNDING YEAR:** 3rd

AGE RANGE OF POPULATION SERVED: 5-12.

PROJECT ABSTRACT: Assessment and decision procedures for learning disabled youngsters are the focus of research being conducted at the University of Minnesota's Institute for Research on Learning Disabilities. Researchers are working with elementary students and school personnel and are designing and testing alternative assessment and decision-making models. Efforts are being focused on the process and content of assessment in five kinds of decisions made for LD youngsters: 1) screening/referral, 2) identification/classification, 3) placement/intervention, 4) classroom progress evaluation, and 5) program evaluation.

SERVICE SITES: Regular elementary school, special elementary school.

PROJECT STAFF:

Administration: Dr. James E. Ysseldyke, PI; Dr. Phyllis K. Mirkin, CO

Contact Person: Martha L. Thurlow, (612) 376-2666

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
17	9.00	Research Associates	2	2.00	Support Staff
2	2.00	Postdoctoral Fellows	1	0.25	School Liaison
7	3.50	Psychometricians	1	0.50	Community Assistant

PROJECT TITLE: The Institute for the Study of Learning Disabilities
Teachers College, Columbia University

TYPE OF PROGRAM: LDRI **FUNDING YEAR:** 3rd

AGE RANGE OF POPULATION SERVED: 5-13.

PROJECT ABSTRACT: The Institute for the Study of Learning Disabilities at Teachers College, Columbia University, is predicated on the assumption that many of the problems exhibited by learning disabled children arise because of difficulties they manifest in information-processing. The overall goals of the Institute are to investigate the nature of such information-processing difficulties and, on the basis of the findings of these investigations, to develop effective and efficient instruction for children with learning disabilities. The Institute is composed of five independent task forces that focus on specific academic skill areas fundamental to the school curriculum and particularly problematic in the development of the LD child: basic reading and spelling, strategy deficits in reading comprehension, text and reader interaction, reading comprehension, arithmetic, and study skills. All of the task forces are dedicated to the identification of specific disabilities in these skill areas and to the development of effective remedial instruction.

SERVICE SITES: Regular elementary school, special elementary school, special center (non-school).

PROJECT STAFF:

Administration: Dr. N. Dale Bryant, PI; Dr. Jeannette E. Fleischner, PI; Dr. Walter MacGinitie, PI; Dr. Margaret Jo Shepherd, PI; Dr. Joanna P. Williams, PI

Contact Person: Dr. Frances P. Connor, (212) 678-3860/678-3104

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title
3	2.50	Research Associates
23	2.50	Experimental Teachers
1	0.50	Administration Assistant

No.	FTE	Position/Title
10	5.00	Research Associates
1	1.00	Support Staff

BASIC DESIGN FOR PROGRAM EVALUATION: The results of individual studies conducted by each task force contribute to the overall Institute objectives. Basic studies on processes and strategies underlying the performance of LD and normal children have been performed, the results of which serve as the foundation for the design of other studies more directly instructional in focus. The effectiveness of these latter studies has been determined by the use of pre- and post-criterion-referenced tests. In addition, questionnaires were filled out by teachers who had administered the tests in the Basic Reading and Spelling Task Force.

PROJECT TITLE: University of Virginia Learning Disabilities Research Institute

TYPE OF PROGRAM: LDRI **FUNDING YEAR:** 3rd

AGE RANGE OF POPULATION SERVED: 6-12.

PROJECT ABSTRACT: The University of Virginia Learning Disabilities Research Institute (LDRI) is one of five institutes funded by the Office of Education and Rehabilitative Services which have been contracted to address major research issues relating to the education of learning disabled children. The focus of the University of Virginia LDRI is to determine efficacious educational procedures for enhancing the academic and social competence of learning disabled children with attentional problems. The rationale for focusing on attentional problems is that in the past few years a wealth of evidence has accumulated indicating that a major problem manifested by many learning disabled children can be subsumed under the general rubric of attentional problems.

Through the general cooperation of the Albemarle County and Charlottesville Public Schools, researchers from the Virginia LDRI are addressing critical educational questions within the laboratory, classroom and home. In particular, interdisciplinary teams of researchers (from the departments of special education, developmental psychology, school psychology, and pediatrics) are using a combination of group and applied behavioral research designs to evaluate the effects of classroom and home interventions on the academic and social behavior of learning disabled children within the general age range from 6 to 12 years. In addition to the general research aims of the LDRI, a variety of additional research endeavors are underway: 1) the analysis of classroom interactions of learning disabled children and their teachers, 2) the relationship of meta-cognitive abilities to academic achievement 3) the efficacy of various problem-solving training strategies, and 4) the relationship between attentional problems and a variety of other behavioral characteristics.

SERVICE SITES: Regular elementary school, LDRI.

PROJECT STAFF:

Administration: Dr. Daniel P. Hallahan, PI, PD, CO;
Dr. Rebecca Dailey Kneedler, Associate Director

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Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No.	FTE	Position/Title	No.	FTE	Position/Title
2	0.35	Associate Professors	2	0.60	Professors
3	2.75	Assistant Professors	4	4.00	Aides/Interns
11	5.50	Graduate Assistants	4	4.00	Teachers

BASIC DESIGN FOR PROGRAM EVALUATION: In addition to the analyses which are being conducted in each study to evaluate the effectiveness of various research procedures, the performance of the children in our project classrooms is being evaluated through pre-post comparisons with control subjects using achievement data, experimental measures, and observational data.

Product Guide

One of the major components of program development is dissemination, which is in large part accomplished by the dispersion of products developed by the HCMP and SNP projects and the Learning Disabilities Research Institutes. These products include brochures, newsletters, directories, catalogs, assessment/evaluation instruments, training guides, curricula, literature reviews, and technical and research reports. Formats utilized include both print and audio/visual.

Product titles are listed. To the left of the title appears the project code number, descriptor, and a symbol which indicates print or audio/visual format.

= print material

= audio/visual material

Only products which are currently available are included in the Product Guide. To request a product, use the project code number to locate mailing information in the Addresses section.

Handicapped Children's Model Programs

Project Code Product Description	Product Title
H-002	
Curriculum	CAREER AWARENESS
Training Guide	GOALS AND OBJECTIVES MANUAL
H-005	
Brochure	COLORADO WILDERNESS TRAILS
Training Guide	HANDBOOK ON THE IEP YOUTH
H-006	
Brochure	PRISM PROJECT BROCHURE

H-008

Training Guide

CDS SERVICES MANUAL

Training Guide

ADMINISTRATION PROCEDURES MANUAL FOR SEVERE/PROFOUND EDUCATION

Directory/Catalog

RESOURCE MANUAL
Applicable in Idaho only

Training Guide/
Curriculum

WORKSHOP FOR SPECIAL EDUCATION AIDES

H-010

Assessment/Evaluation
Instrument

THE TOTAL COMMUNICATION CHECKLIST AND ASSESSMENT

H-012

Directory/Catalog

PARENT'S RESOURCE GUIDE

Newsletter

DETROIT'S ADAPTIVE PHYSICAL EDUCATION CONSORTIUM PROJECT NEWSLETTER

Brochure

DETROIT'S ADAPTIVE PHYSICAL EDUCATION CONSORTIUM PROJECT BROCHURE

H-013

Brochure

OUT OF SCHOOL YOUTH

Manual

TECHNIQUES OF STUDENT/FAMILY CONTACT MANUAL

H-014

Parent Program

PARENT/TEACHER INVOLVEMENT AND THE INDIVIDUAL EDUCATION PROGRAM: A PARENT WORKSHOP

Bibliography

PARENT CENTER BIBLIOGRAPHY

H-017

Training Guide

INSERVICE WORKSHOP MATERIAL

Report

INTERIM PROGRESS REPORT

H-018

General

DATAGRAM

H-019

Brochure

MAINSTREAMING PROGRAM FOR SECONDARY STUDENTS WITH LEARNING AND BEHAVIOR PROBLEMS

General

SURVIVAL SKILLS

H-022

Student Data Delivery System

LEARNER PROFILE

General

YES, YOU CAN HANDBOOK

Assessment/Evaluation Instrument

LEARNING STYLE SURVEY

Assessment/Evaluation Instrument

STUDENT OCCUPATIONAL INTEREST SURVEY

Assessment/Evaluation Instrument

VOCATIONAL PLANNING GUIDE

Assessment/Evaluation Instrument

WORKER ADJUSTMENTS SURVEY

Listing of Available KEYE Workshops

KEYENOTES

H-025

Brochure

CAREER EDUCATION THROUGH ACTION LEARNING (CEAL) PROJECT BROCHURE

H-026

Curriculum

CURRICULUM/PROGRAM BIBLIOGRAPHY

H-041

Assessment/Evaluation Instrument

AUTISM SCREENING EVALUATION

H-042

Article

MAINSTREAMING EXCEPTIONAL CHILDREN: SOME INSTRUCTIONAL DESIGN AND IMPLEMENTATION CONSIDERATIONS

H-048

Assessment/Evaluation Instrument

VERMONT BASIC COMPETENCIES

Project Code Product Description	Product Title
S-003	
Book for Children	LEARNING TOGETHER
Training Guide	MANAGING BEHAVIORS OF AUTISTIC AND SERIOUSLY EMOTIONALLY DISTURBED CHILDREN
Curriculum	ADAPTED PHYSICAL EDUCATION FOR THE SEVERELY HANDICAPPED
S-004	
Training Guide	SMALL GROUP INSTRUCTION WITH MODERATELY AND SEVERELY HANDICAPPED
Training Guide/Curriculum	INTERACTIVE INDIVIDUALIZED INSTRUCTION WITH SMALL GROUPS OF SEVERELY HANDICAPPED STUDENTS

Assessment/Evaluation Instrument

LIVING ENVIRONMENT NEEDS INVENTORY
Draft only

Curriculum

LIVING ENVIRONMENT CARRYOVER PACKETS
Draft only

Assessment/Evaluation Instrument

STAFF TIME ACCOUNTING SYSTEM
Draft only

General

ISSUES IN PROVIDING QUALITY EDUCATIONAL SERVICES TO LOW INCIDENCE POPULATIONS

S-008

Training Guide

PROGRAMMING FOR SEVERELY/PROFOUNDLY HANDICAPPED INDIVIDUALS
Train.. g module for ICF/MR surveyors

S-017

Catalog

LISTING OF MATERIALS IN SPH

Directory/Catalog

MINIMAL NEEDS FOR SPH CLASSROOM

Overview	PROJECT SPICY OVERVIEW
Training Guide	TECHNIQUES OF PARENT TRAINING
Training Guide	TECHNIQUES OF CHILD/STAFF TRAINING
Procedure	USE OF PARENTS AS PARENT TRAINERS
Assessment/Programming Instrument	PRELANGUAGE COMMUNICATION
Brochure	PROJECT SPICY BROCHURE
Generai	PARENT INVOLVEMENT
Newsletter	PROJECT SPICY NEWSLETTER
Report	PROJECT SPICY ANNUAL REPORT

S-018

Assessment/Evaluation Instrument	IEP FORMS
Parent Training Brochure	WHAT TO KNOW BEFORE YOU GO (Re: IEP)
Parent Training Brochure	YOU AND ONE FOUR TWO (Re: PL 94-142)

S-019

Assessment/Evaluation Instrument	DEVELOPMENTAL ACHIEVEMENT WHEEL
Assessment/Evaluation Instrument	SCREENING MANUAL
Training Guide	ADAPTIVE EQUIPMENT
Training Guide	LIFTING AND TRANSFERRING MADE EASY

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Training Guide

MAKING MEALTIME MANAGEABLE

Training Guide

PREVENTIVE PLANNING FOR BEHAVIOR CONTROL

S-022

Curriculum

CURRICULAR STRATEGIES FOR DEVELOPING LONGITUDINAL INTERACTIONS BETWEEN SEVERELY HANDICAPPED STUDENTS AND OTHERS AND CURRICULAR STRATEGIES FOR TEACHING SEVERELY HANDICAPPED STUDENTS TO ACQUIRE AND PERFORM SKILLS IN RESPONSE TO NATURALLY OCCURRING CUES AND CORRECTION PROCEDURES
(Volume VIII, Part 1)

Curriculum

SEX EDUCATION AND RELATED HOME AND COMMUNITY FUNCTIONING SKILL PROGRAMS FOR SEVERELY HANDICAPPED STUDENTS: TOWARD APPROPRIATE FUNCTIONING IN LESS RESTRICTIVE ENVIRONMENTS
(Volume VIII, Part 2)

Curriculum

STRATEGIES FOR TEACHING CHRONOLOGICAL AGE APPROPRIATE FUNCTIONAL SKILLS TO ADOLESCENT AND YOUNG ADULT SEVERELY HANDICAPPED STUDENTS
(Volume IX)

S-027

Report

BRIAAC PILOT STUDY REPORT

Report

DEAF-BLIND COMMUNICATION ABILITIES
PROJECT ANNUAL REPORT

S-028

Directory/Catalog

VOCATIONAL RESOURCE BOOK

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Project Code Product Description [a]	Product Title
L-001	
Papers	**FEMALE ADULTS' IMMEDIATE IMPRESSIONS OF LEARNING DISABLED CHILDREN** Paper #3 J.H. Bryan and B. Perlmutter Journal of Learning Disabilities Quarterly, in press
	NONVERBAL ASPECTS OF COMMUNICATION Paper #5 J.H. Bryan Paper presented to the 1979 International Conference of the Association for Children with Learning Disabilities San Francisco, CA, 1979
	SOCIAL STATUS OF LEARNING DISABLED CHILDREN Paper #6 J.H. Bryan Paper presented at the Child Service Demonstration Center meetings Albuquerque, NM, December 1978
	INGRATIATION, NONVERBAL BEHAVIORS AND BOYS LABELLED LEARNING DISABLED Paper #7 J.H. Bryan
	LEARNING DISABLED BOYS' NONVERBAL BEHAVIORS AND PARENTS' IMMEDIATE IMPRESSIONS Paper #8 J.H. Bryan, R. Sherman and A. Fisher
	INGRATIATION, NONVERBAL BEHAVIORS AND CHILDREN'S ATTITUDES TOWARD BOYS LABELLED LEARNING DISABLED Paper #9 J.H. Bryan and R. Sherman

[a] All Learning Disabilities Research Institutes have literature reviews available; these may be identified in the Product Guide as monographs, research or technical reports, or literature reviews.

LEARNING DISABILITIES AND ATTRIBUTIONS: UPDATE ON SELF-CONCEPT
Paper #10
T.H. Bryan
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LEARNING DISABLED CHILDREN'S CLASSROOM BEHAVIORS AND TEACHER-CHILD INTERACTION
Paper #12
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T.H. Bryan and S.W. Pflaum
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SYNTACTIC AND PRAGMATIC FEATURES OF LEARNING DISABLED CHILDREN'S COMMUNICATION
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COMMUNICATION IN SOCIAL INTERACTION
Paper #16
T.H. Bryan
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A PRAGMATIC ANALYSIS OF THE LANGUAGE OF NORMAL AND LEARNING DISABLED CHILDREN
Paper #17
M. Donahue and T.H. Bryan

HESITATION PHENOMENA IN THE SPEECH OF NORMAL AND LEARNING DISABLED CHILDREN
Paper #18
M. Donahue

DO LEARNING DISABLED CHILDREN HAVE A MEMORY PROBLEM? LOGICAL AND METHODOLOGICAL CONSIDERATIONS AND EMPIRICAL RESULTS
Paper #19
M.S. Humphreys and J. Hall
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ORAL READING BEHAVIORS OF LEARNING DISABLED CHILDREN IN TWO SOCIOECONOMIC GROUPS
Paper #22
S.W. Pflaum
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Paper #23
S.W. Pflaum
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DIAGNOSIS OF ORAL READING
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S.W. Pflaum
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L-002

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M.R. Moran, January 1980

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ASSUMPTIONS AND STRATEGIES FOR CONDUCTING RESEARCH WITH LEARNING DISABLED ADOLESCENTS AND YOUNG ADULTS
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Report

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Training Guide

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Phonics: Short e and i, Digraphs oo and ou; Sight Words: Form A, Form B; Spelling.

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Technical Report #2
A.B. Loper and D.P. Hallahan
Journal of Abnormal Child Psychology, in press.

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Technical Report #4
A.B. Loper, D.P. Hallahan and
J.D. McKinney

THE EFFECTS OF SELF-INSTRUCTION AND SELF-CORRECTION PROCEDURES ON HANDWRITING PERFORMANCE
Technical Report #5
M.M. Kosiewicz, D.P. Hallahan,
J. Lloyd and A.W. Graves

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Technical Report #7
R.E. Reeve, R.J. Hall and
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Technical Report #8
M.M. Dawson, D.P. Hallahan, R.E. Reeve, and D.W. Ball
Journal of Abnormal Child Psychology, in press.

THE EFFECT OF VERBAL REHEARSAL AND REINFORCEMENT ON SELECTIVE ATTENTION PERFORMANCE
Technical Report #9
D.P. Hallahan, R.D. Kneedler, J.M. Coleman, A.B. Loper, and A.W. Graves

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Technical Report #10
D.P. Hallahan, J. Lloyd, M.M. Kosiewicz, J.M. Kauffman and A.W. Graves
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Technical Report #11
A.B. Loper and D.P. Hallahan
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THE RELATIONSHIP OF MENTAL AGE AND CHRONOLOGICAL AGE TO ACADEMIC BEHAVIOR IN LEARNING DISABLED CHILDREN
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A.B. Loper, D.P. Hallahan and J. Lloyd

A COMPARISON OF THE EFFECTS OF SELF-RECORDING AND SELF-ASSESSMENT ON THE ON-TASK BEHAVIOR AND ACADEMIC PRODUCTIVITY OF A LEARNING DISABLED BOY
Technical Report #13
D.P. Hallahan, J. Lloyd, M.M. Kosiewicz, and R.D. Kneedler

PIAGETIAN TASK PERFORMANCE OF LEARNING DISABLED CHILDREN
Technical Report #14
K.E. Andersson, H.C. Richards, and
D.P. Hallahan

EFFECTS OF RESPONSE COST CONTINGENCIES ON THUMBSUCKING AND RELATED BEHAVIORS IN THE CLASSROOM
Technical Report #15
J. Lloyd, J.M. Kauffman, and A.D. Weygant

PARENTS AND FAMILIES
Technical Report #16
L. Stanhope and R.Q. Bell
In J.M. Kauffman and D.P. Hallahan (Eds.)
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COGNITIVE TRAINING TO CHANGE SOCIAL BEHAVIORS
Technical Report #17
R.D. Kneedler
Exceptional Education Quarterly, 1980, 1, 65-74

COGNITIVE BEHAVIOR MODIFICATION AND INFORMATION-PROCESSING SKILLS OF EXCEPTIONAL CHILDREN
Technical Report #18
R.J. Hall
Exceptional Education Quarterly, 1980, 1, 9-16

COMPREHENSION MONITORING IN LEARNING DISABLED CHILDREN
Technical Report #19
M.E. Kotsonis and C.J. Patterson

METACOGNITIVE DEVELOPMENT: IMPLICATIONS FOR COGNITIVE TRAINING OF EXCEPTIONAL CHILDREN
Technical Report #20
A.B. Loper
Exceptional Education Quarterly, 1980, 1, 65-74.

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Index

Program information, assessment instruments and disseminable products are included in the Index, and are referred to by project code number.

The number of HCMP and SNP projects and Learning Disabilities Research Institutes involved are parenthetically indicated after the descriptor. To facilitate cross-referencing, the descriptors are arranged in the same order as in the individual project/Institute information in the Directory section. Assessment Instruments and Products follow.

TYPE OF PROGRAM

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SNP (29): S-001, S-002, S-003, S-004, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

LDRI (5): L-001, L-002, L-003, L-004, L-005.
Only the educational model programs (HCMP and SNP) are indexed. Due to both the focus and small number of LDRIs, they have been indexed only in the Product Guide.

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FY 78-79 (2nd year) (31): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-014, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

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Other Publicly Funded Agency (8): H-007, H-015, H-018, H-021, H-035, H-049, S-005, S-026.

Private, Non-Profit Agency (14): H-005, H-025, H-026, H-028, H-029, H-037, H-040, H-047, S-006, S-007, S-008, S-014, S-015, S-021.

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Hard of Hearing (8): H-001, H-004, H-017, H-022, H-024, H-026, H-030, S-007.

Deaf (6): H-004, H-017, H-026, H-030, S-005, S-023.

Speech Impaired (7): H-001, H-004, H-017, H-022, H-024, H-026, S-007.

Visually Handicapped (7): H-001, H-004, H-017, H-022, H-026, H-030, S-007.

Blind (4): H-022, H-026, H-030, S-007.

Deaf-Blind (6): H-017, H-026, S-002, S-007, S-027, S-029.

Seriously Emotionally Disturbed (24): H-001, H-004, H-005, H-006, H-013, H-015, H-016, H-017, H-019, H-021, H-022, H-031, H-034, H-035, H-041, H-042, H-043, H-044, H-047, S-003, S-007, S-019, S-024, S-026.

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Other Health Impaired (7): H-001, H-004, H-006, H-013, H-017, H-022, S-007.

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Cross-Categorical (11): H-001, H-003, H-011, H-022, H-023, H-024, H-025, H-031, H-043, H-048, S-003.

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Mild (31): H-001, H-002, H-003, H-005, H-006, H-011, H-012, H-013, H-015, H-016, H-019, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-030, H-031, H-032, H-033, H-034, H-038, H-039, H-042, H-043, H-048, H-049, S-001, S-027

Moderate (39): H-001, H-002, H-003, H-004, H-005, H-009, H-011, H-012, H-015, H-016, H-017, H-019, H-022, H-023, H-024, H-026, H-027, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-037, H-038, H-039, H-040, H-043, H-044, H-047, H-049, S-001, S-015, S-016, S-026, S-027, S-028, S-029.

Severe (58): H-004, H-005, H-007, H-010, H-012, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-024, H-026, H-027, H-030, H-031, H-034, H-035, H-036, H-037, H-039, H-040, H-041, H-044, H-045, H-046, H-047, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

Profound (36): H-007, H-010, H-018, H-020, H-026, H-027, H-034, H-035, H-036, H-037, H-041, H-045, H-046, S-001, S-002, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-013, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-027.

AGE GROUPS

Ages 0-2 (0).

Ages 3-5 (12). H-007, H-024, H-027, H-030, H-034, H-035, S-003, S-004, S-012, S-013, S-018, S-023.

Ages 6-8 (32): H-004, H-007, H-010, H-015, H-018, H-020, H-021, H-027, H-030, H-031, H-034, H-035, H-036, H-038, H-040, H-042, S-002, S-003, S-004, S-005, S-006, S-007, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-021, S-023, S-027

Ages 9-12 (41): H-001, H-004, H-005, H-007, H-010, H-015, H-018, H-019, H-020, H-021, H-023, H-024, H-026, H-027, H-030, H-031, H-032, H-034, H-035, H-036, H-038, H-040, H-043, H-046, H-047, S-003, S-004, S-005, S-006, S-007, S-010, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-021, S-023, S-027

Ages 13-18 (54): H-002, H-003, H-004, H-005, H-006, H-007, H-009, H-010, H-011, H-013, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-024, H-025, H-026, H-027, H-028, H-034, H-035, H-036, H-041, H-043, H-044, H-046, H-047, H-048, S-002, S-003, S-004, S-006, S-007, S-008, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-029.

Ages 19-21 (35): H-002, H-006, H-007, H-009, H-010, H-011, H-013, H-016, H-017, H-018, H-019, H-020, H-022, H-026, H-028, H-036, H-041, H-046, H-049, S-002, S-004, S-006, S-007, S-008, S-009, S-010, S-011, S-013, S-015, S-016, S-019, S-020, S-021, S-026, S-029.

Ages 22+ (2): H-031, H-035.

PROJECT STAFF

Teacher/Instructional Personnel for Children (42): H-001, H-002, H-004, H-006, H-007, H-009, H-013, H-015, H-016, H-017, H-020, H-021, H-025, H-029, H-030, H-033, H-035, H-039, H-040, H-041, H-044, H-045, H-046, H-048, H-049, S-001, S-002, S-003, S-005, S-006, S-007, S-009, S-011, S-013, S-014, S-015, S-020, S-022, S-023, S-024, S-026, S-029.

Teacher/Instructional Personnel for Staff (20): H-001, H-007, H-009, H-010, H-018, H-019, H-020, H-022, H-032, H-034, H-041, H-042, H-043, H-048, S-001, S-018, S-019, S-022, S-023, S-029.

Teacher/Instructional Personnel for Parents (17): H-010, H-018, H-020, H-021, H-032, H-034, H-042, S-001, S-010, S-012, S-013, S-018, S-019, S-020, S-021, S-024, S-029.

Teacher Aide/Intern/Assistant (22): H-002, H-010, H-016, H-017, H-020, H-021, H-022, H-023, H-028, H-034, H-041, H-043, S-003, S-005, S-006, S-007, S-013, S-014, S-015, S-019, S-020, S-023

Occupational Therapist (11): H-004, H-018, H-027, H-035, S-007, S-014, S-016, S-018, S-019, S-021, S-026.

Physical Therapist (8): H-004, H-024, H-037, H-045, S-012, S-014, S-019, S-021.

Psychologist (14): H-001, H-002, H-005, H-010, H-021, H-024, H-035, H-040, S-001, S-003, S-005, S-013, S-014, S-018.

Speech/Language/Communication Specialist (14): H-002, H-004, H-010, H-027, H-040, H-045, S-001, S-003, S-012, S-014, S-016, S-021, S-025, S-026.

Other Administrative Staff (e.g., Project Assistant, Services Coordinator) (25): H-005, H-006, H-007, H-014, H-022, H-027, H-029, H-030, H-033, H-039, H-041, H-042, H-048, S-001, S-003, S-004, S-005, S-011, S-012, S-014, S-015, S-021, S-022, S-027, S-028.

Clerical/Secretarial Support Staff (55): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-011, H-012, H-014, H-015, H-018, H-019, H-022, H-024, H-025, H-026, H-027, H-028, H-030, H-031, H-033, H-034, H-035, H-036, H-040, H-041, H-043, H-045, H-046, H-047, H-048, H-049, S-002, S-005, S-007, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-019, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

Medical Staff (3): S-011, S-014, S-021.

Social Worker (6): H-005, H-040, S-003, S-011, S-014, S-022.

Counselor (7): H-005, H-006, H-016, H-017, H-022, S-011, S-013.

Other Specialty Staff (40): H-003, H-005, H-006, H-007, H-008, H-014, H-018, H-022, H-024, H-027, H-031, H-032, H-035, H-036, H-038, H-039, H-041, H-043, H-044, H-045, S-001, S-003, S-004, S-005, S-006, S-007, S-012, S-013, S-014, S-015, S-016, S-018, S-019, S-020, S-021, S-024, S-025, S-026, S-028, S-029.

PROJECT SERVICE AREAS

Inner City (27): H-001, H-003, H-005, H-007, H-009, H-012, H-013, H-016, H-018, H-020, H-021, H-028, H-029, H-030, H-032, H-035, H-036, H-043, H-046, H-049, S-005, S-012, S-014, S-016, S-017, S-023, S-027.

Major City (34): H-001, H-003, H-005, H-007, H-009, H-012, H-013, H-014, H-016, H-018, H-021, H-027, H-028, H-030, H-031, H-032, H-036, H-041, H-044, H-049, S-001, S-003, S-005, S-006, S-012, S-014, S-016, S-017, S-020, S-022, S-023, S-024, S-027, S-029.

City (36): H-001, H-003, H-005, H-006, H-007, H-010, H-015, H-019, H-021, H-026, H-027, H-032, H-033, H-037, H-039, H-040, H-042, H-043, H-049, S-001, S-003, S-005, S-009, S-010, S-011, S-014, S-015, S-016, S-017, S-018, S-023, S-024, S-026, S-027, S-028, S-029.

Suburban (33): H-001, H-002, H-005, H-006, H-007, H-016, H-017, H-018, H-019, H-022, H-023, H-026, H-030, H-031, H-033, H-037, H-038, H-039, H-040, H-042, H-047, H-048, H-049, S-003, S-005, S-014, S-015, S-016, S-017, S-019, S-023, S-024, S-027.

Small Town (31): H-001, H-003, H-006, H-007, H-008, H-011, H-025, H-026, H-029, H-033, H-034, H-037, H-047, H-049, S-001, S-002, S-003, S-005, S-007, S-008, S-010, S-011, S-013, S-014, S-015, S-016, S-017, S-021, S-026, S-027, S-029.

Rural (37): H-001, H-003, H-004, H-007, H-008, H-011, H-023, H-024, H-025, H-026, H-027, H-029, H-031, H-034, H-037, H-040, H-045, H-047, H-049, S-001, S-002, S-003, S-004, S-005, S-007, S-010, S-011, S-013, S-014, S-015, S-016, S-017, S-018, S-021, S-025, S-027, S-029.

Project Serves More Than One State (5): H-001, H-014, H-029, H-049, S-017.

Project Serves Entire State (10): H-008, H-040, S-001, S-003, S-005, S-006, S-014, S-027, S-028, S-029.

Project Does Not Serve Entire State (63): H-002, H-003, H-004, H-005, H-006, H-007, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, S-002, S-004, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026.

SERVICE SITES

Regular Elementary School (30): H-001, H-004, H-008, H-014, H-021, H-023, H-024, H-030, H-031, H-032, H-033, H-034, H-035, H-037, H-038, H-039, H-040, H-042, H-043, H-045, S-001, S-002, S-003, S-006, S-007, S-011, S-012, S-013, S-016, S-017.

Regular Secondary School (27): H-002, H-003, H-004, H-006, H-008, H-009, H-011, H-014, H-019, H-022, H-024, H-025, H-026, H-033, H-034, H-035, H-037, H-040, H-041, H-043, H-048, S-001, S-013, S-016, S-022, S-028, S-029.

Higher Education Institution (7): H-004, H-016, H-021, H-030, H-034, H-045, S-029.

Regular Vocational School (1): H-017.

Special Elementary School (26): H-001, H-004, H-007, H-010, H-018, H-020, H-024, H-027, H-034, H-035, H-036, H-039, H-040, H-043, H-046, H-047, S-001, S-003, S-004, S-005, S-007, S-011, S-012, S-013, S-017, S-023.

Special Secondary School (23): H-004, H-011, H-012, H-013, H-017, H-018, H-024, H-028, H-034, H-035, H-036, H-040, H-043, H-044, H-047, S-001, S-005, S-007, S-013, S-014, S-016, S-020, S-028.

Special Vocational School (4): H-008, H-017, S-001, S-016.

Residential Facility (23): H-007, H-010, H-018, H-035, H-037, H-040, H-044, H-049, S-001, S-003, S-004, S-006, S-007, S-010, S-011, S-013, S-014, S-016, S-017, S-025, S-026, S-027, S-029.

Special Center (e.g., psychiatric hospital day program, child development center, university affiliated facility, individual teaching home) (25): H-001, H-003, H-004, H-005, H-007, H-012, H-015, H-017, H-022, H-028, H-029, H-031, H-037, H-040, S-001, S-006, S-008, S-012, S-015, S-017, S-018, S-019, S-024, S-027, S-029.

Clients' Residences (private homes) (21): H-004, H-010, H-018, H-024, H-027, H-031, H-034, H-037, H-047, S-001, S-003, S-007, S-010, S-011, S-013, S-014, S-016, S-017, S-021, S-024, S-029.

Other (e.g., job site, museum, wilderness training, parent center) (12): H-001, H-005, H-014, H-017, H-018, H-025, H-036, H-037, S-006, S-008, S-009, S-026.

SERVICES PROVIDED

Screening/Child-Find (60): H-001, H-004, H-005, H-007, H-008, H-010, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-030, H-031, H-033, H-034, H-036, H-037, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-021, S-022, S-023, S-024, S-026, S-029.

Referral to Appropriate Program (64): H-001, H-004, H-005, H-007, H-008, H-009, H-010, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-026, H-027, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049, S-001, S-002, S-003, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-026, S-029.

General Program Development (IEP) (72): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-039, H-040, H-041, H-042, H-044, H-045, H-046, H-047, H-048, H-049, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-025, S-026, S-028, S-029.

Instruction/Therapy Plan Development (IIP) (59): H-004, H-005, H-007, H-008, H-009, H-012, H-013, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-026, H-027, H-029, H-030, H-031, H-033, H-034, H-035, H-036, H-037, H-038, H-040, H-041, H-043, H-044, H-045, H-046, H-047, H-048, H-049, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-018, S-019, S-020, S-021, S-022, S-023, S-025, S-026, S-029.

Direct Instruction/Training with Client (75): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

Direct Therapy with Client (52). H-004, H-005, H-007, H-008, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-024, H-026, H-027, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-040, H-041, H-044, H-045, H-046, H-047, H-048, S-001, S-005, S-004, S-007, S-008, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-025, S-026, S-029.

Ongoing Evaluation of Client Progress (73): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, S-001, S-002, S-003, S-005, S-004, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-029.

Family Training/Counseling/Therapy (59): H-001, H-002, H-004, H-005, H-007, H-008, H-010, H-012, H-013, H-014, H-015, H-016, H-018, H-019, H-021, H-022, H-024, H-025, H-027, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-040, H-041, H-042, H-044, H-045, H-046, H-047, H-048, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-026, S-029.

ASSESSMENT INSTRUMENTS

Academic Test of Adult Basic Education. H-013.

Adaptive Behavior Scales (AAMD). H-017, H-024, H-041, S-015, S-018, S-024.

Affective Inventory. H-017.

Alpern-Boll Developmental Profile. S-001, S-003, S-018.

Arlin Hills Attitude Surveys. H-029.

Autism Behavior Checklist. H-041.

Autism Screening Instrument for Educational Planning. H-041.

Ayers Motor Accuracy Test. S-015.

Balthazar Scales of Adaptive Behavior. H-041, S-006.

Bates Communication Interviews. S-025.

Bayley Scales of Infant Development (BSID). S-001, S-003, S-013, S-015.

Behavioral Characteristics Progression (BCP). H-046.

Behavior Checklist. H-007.

Behavior Rating Instrument for Autistic and Atypical Children (BRIAAC). S-012, S-027.

Behavior Rating Profile (Brown & Hammill). H-038.

Bender-Gestalt Test. H-016, H-021, H-031, S-005.

Boehm Test of Basic Concepts. S-003.

Brigance Diagnostic Inventory of Basic Skills. H-045, H-049.

Brown-Holtzman Survey of Study Habits and Attitudes. H-016.

California Achievement Tests (CAT). H-023.

California Psychological Inventory. H-017.

Callier-Azusa Scale. H-026, S-007, S-017, S-018, S-025, S-027, S-029.

Camelot Behavioral Checklist. S-029.

Career Maturity Inventory-Attitude Scale (CMI). H-017.

Carrow Elicited Language Inventory (CELI). H-027, S-001.

Children's Behavior Inventory. H-035.

Circus. S-015.

Classroom Adaptive Behavior Observation Instrument (CABOI). H-041.

Coats Living Skills and Job Matching. H-017.

Conners Behavioral Rating Scale. H-031.

Cooperative School and College Ability Tests (SCAT). H-029.

Coopersmith Inventory. H-029.

Cuny Basic Skills and Math Placement. H-016.

Daily Living Skills. H-004.

Denver Developmental Screening Test. H-007, S-001.

Detroit Tests of Learning Aptitude. H-031, S-015.

Developmental Achievement Wheel. S-019.

Developmental Activity Screening Inventory (DASI). S-001.

Developmental Test of Visual Motor Integration. S-005.

Diagnostic Reading Tests: Survey Section. H-035.

Directive Teaching Instructional Management System (DTIMS). H-038.

DISTAR Placement Tests. H-024.

Down's Syndrome Assessment Inventory Forms. H-004.

Draw-A-Person. S-005.

EASE (Inventory of Sexual Knowledge). H-028.

Englemann-Becker Corrective Reading and Morphographic Spelling Checklist. H-002.

Fels Parent Behavior Rating Scale. S-017.

Fiorentino Reflex Test. S-016.

General Aptitude Test Battery (GATB). H-022.

Gilmore Oral Reading Test. H-002.

Hahnemann High School Behavior Rating Scale. H-033.

High School APL Survey. H-035.

Hiskey-Nebraska Test of Learning Aptitude. S-013.

Holland Vocational Preference Inventory. H-017.

Holly Center Communication and Language Screening Assessment. S-007.

House-Tree-Person (Bucks). H-031.

Howe Observation Code. H-034.

Illinois Test of Psycholinguistic Abilities. S-005.

Index of Qualification for Special Services. S-008.

Individual Assessment and Curriculum System. S-018.

Informal Mathematics Assessment. H-009.

Informal Reading Assessment Tests. H-029.

Informal Reading Inventory. H-009.

Iowa Achievement Test. H-009.

JEVS Work Sample Evaluation System. H-022.

Key Math Diagnostic Arithmetic Test. H-002, H-024, H-025, H-029, H-031, H-035, H-043, H-048, S-003 S-015.

Kunca and Haywood Picture Motivation Scale. H-043.

Learning Disorders Unit Neuropsychological Series. H-035.

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[a] All Learning Disabilities Research Institutes have literature reviews available; these may be identified in the Product Guide as monographs, research or technical reports, or literature reviews.